

ACADEMIC SENATE COMMITTEE ON UNIVERSITY EXTENSION

Background and Process for Reviewing
PGE Courses, Certificates, and
Instructors

U

C

R

PGE Academic Programs

Overview

The majority of courses offered by UCR Professional and Global Education (PGE) are unique to (offered only by) PGE. Of these, most are developed as part of PGE certificate programs. The majority of certificates and post-graduate diplomas do not have an application/admission process and may be earned by anyone who meets prerequisites and completes all of the program requirements. Students may opt to take all courses in a certificate program and earn a certificate or take single courses to develop specialized skills or knowledge in a particular area. PGE also offers courses that are not part of certificate programs that are taken for personal enrichment or to acquire a particular set of skills and knowledge in a content area. PGE unit allocations are calculated according to the same policies as those followed by the Committee on Courses for courses offered by Schools and Colleges.

Characteristics of Certificates, Credentials, and Post-Graduate Diplomas

- non-degree programs that offer specialized knowledge and skills in a particular field
- less extensive than a master's degree
- may or may not require application/admission process
- can be taken on a part-time basis to accommodate full-time workers
- typically take less than two years to complete.
- sometimes offered in an intensive, full-time format that permits students to complete a certificate during the summer
- intensive summer format may be useful for UCR undergraduates or recent graduates to provide specialized knowledge or skills that will increase their employability upon graduation
- developed and updated in consultation with advisory committees of distinguished professionals with academic training and professional experience in the area of study.
- programs are typically designed to cover important concepts, principles and theory as well as working knowledge and skills immediately applicable in the workplace
- PGE looks for instructors who are experienced, well-educated professionals who have made significant contributions to their fields and are current leaders and innovators in their professions.
- UC System-wide defined certificate: requires 12 or more units
- Specialized Training Programs and other short certificate programs: fewer than 12 units
- Advanced Certificate: 28 units or more, does not require a bachelor's degree
- Post-Graduate Certificate:
 - 12 units or more

- Primarily for visiting international students who have a bachelor's degree
- Typically 12 weeks of full-time study

Post-Graduate Diploma

- 28 units or more
- 9-month academic programs, primarily for visiting international students
- Post-graduate diplomas are recognized by employers in many countries
- Usually includes one-quarter internship or field placement in a company
- International students who complete year-long diploma program should be eligible for Optional Practical Training (OPT) that allows them to stay in the U.S. to work for a year.
- May include one quarter of coursework in a School or College that is partnering with PGE through Concurrent Enrollment

Credentials and Supplementary Authorizations

- Credential and authorization programs will have already been reviewed and approved by the California Commission on Teacher Credentialing. There are specific competencies that CTC requires to be included in credential programs.
- Admission requirements apply. For most PGE credentials and authorizations students must already have a teaching credential

What should the Senate Committee on University Extension look for when asked to review a Certificate?

Input from professional advisory groups will help develop programs for which there is a current demand and cover content and skills that is valued by employers or is of interest to potential students. Certificates should represent a content area that has academic credibility. Certificate programs are also reviewed by a Department chair or dean (at UC Davis in the case of law programs) that is most closely aligned with the content area. The Senate Committee on University Extension has the final review. Committee members should ask questions if there are concerns about the credibility of a content area, intended audience, or selection of courses to be included in a certificate program.

Does it matter if a PGE course or certificate covers the same content area that is being taught in a School or College?

PGE programs do not compete with those offered by campus academic units. PGE serves students who are not seeking degrees but are most often seeking knowledge and skills that will help them advance in or prepare for new careers. A high percentage of PGE students already have a bachelor's degree and may have Master's degrees. The field of study may be similar, and content

will be based on current research and theory, but the PGE focus of most courses or programs will be more applied and may include training in specific skill areas.

Courses

PGE's Course Numbering System

PGE's course numbering systems corresponds to the system used for all UCR courses reviewed by the Senate Committee on Courses

- **Reviewed by Committee on Courses:**
 - 1-99 – Lower division
 - 100-199 – Upper division
 - 200-299 – Graduate-level courses (also reviewed by Graduate Council)

- **Reviewed by Senate Committee on University Extension**
 - 300-399 – PGE credit courses in upper division or postgraduate standing, usually in education, designed to serve the needs of professional upgrading, in-service education requirements, basic and specialized credentials
 - 400-499 – PGE credit, postgraduate level courses designed for professional and occupational upgrading and specialization

NOTE: 400-level courses may be transferred in as credit in a graduate degree program (maximum 8 units), but only if the academic unit permits the course to count toward degree requirements for a Master's or Ph.D.

- **PGE Dean's final approval**
 - 800-899 – Noncredit personal enrichment courses providing opportunities to pursue intellectual, civic and cultural interests

Unit Allocation Guidelines

The unit guidelines for determining the number of units assigned to a PGE course are the same as those used by the Committee on Courses, which can be found on page 7 of the Committee on Courses guidelines. For example, students earn one unit for one hour per week (10 hours per quarter) of face-to-face instruction. One unit is earned in fieldwork, outside research, online instruction by working 3 hours per week per quarter (30 hours total). The complete Senate guidelines are found at:

https://ucr-senate-public.s3.amazonaws.com/committees/8/committee_resource/course-guidelines-4-24-25-approval-680c0744dadea-.pdf

It is important to note that PGE courses are often not offered in 10-week quarters. Unit allocations are still calculated according to the total number of hours that would be required if the

course was offered in a 10-week session. For example, if a course is taught over a six-week period, students still have to be in class for a total of 10 hours to earn one unit.

Delivery Methods

In addition to the traditional classroom setting PGE also offers courses in other formats, including:

Off-site:

Off-site courses are those offered at a location other than the Riverside PGE Center. Commonly used with field study courses.

Teacher In-services & Custom Contract Programs:

K-12 teacher in-service training and contract courses are usually offered at a school site or company. For these, PGE partners with a business or school district to offer classes or specialized training to their employees at their place of work. If participants are to earn PGE credit (typically 300-level or 400-level courses) the courses must be approved by the Senate Committee on University Extension.

Intensive Programs

PGE sometimes offers a certificate or other program in an “intense” format so that it may be earned in a shorter period of time. This format is especially helpful for students who are unemployed, or who are able to use summer vacation times to attend classes for 4-6 weeks. Working with cohorts, courses that are not prerequisites for one another can be integrated to make instruction more effective. Students complete assignments and projects during the evening and on weekends and after the intensive sessions conclude. All PGE programs offered in intensive formats meet unit allocation guidelines and are approved by the Senate Committee on University Extension.

Online

Curriculum is delivered online and the course utilizes discussion boards, videos, links to internet sites that have real-time data or functionality which allows real-time observation of classrooms, demonstrations, etc., and websites. This delivery method is often used because PGE offers trainings, courses and programs which are intended for specialized audiences that are in areas scattered throughout the state and country.

Hybrid

Hybrid courses combine both traditional in-class and online formats.

Online Course with Live Sessions

Curriculum is delivered online with Live Sessions utilizes live video and audio, and offers students the opportunity to discuss ideas with other online students, and interact with the instructor in real time.

Dual-Mode

Dual-Mode courses offer both traditional in-class and online formats simultaneously for the same course section in order to accommodate all students' needs in a post-COVID-19 education environment.

What should members of the Senate Committee on University Extension look for when asked to review a course?

Course syllabi are developed by academic directors and programmers and in some cases the instructor who, if approved by the Senate Committee, will teach the course. Before proposals are sent to the Senate committee analyst, syllabi are reviewed and approved by Academic Directors in PGE and the PGE Dean in terms of academic rigor, unit allocations, student assignments, pacing, etc. before the course is sent to the campus department and Senate committee. If a course is to be part of a certificate program the PGE program director confirms that course content is consistent with the overall objectives of the certificate. Campus department chairs or deans also review and approve courses. The Senate Committee on PGE is the final reviewer. Committee members should look at the hours/units, learning objectives, text/materials, assignments, and grading to confirm that it has the academic quality expected of a UCR course.

What should the Senate Committee on University Extension look for when asked to review an instructor?

As noted above, the majority of PGE 300-level and 400-level courses cover current knowledge and skills that can be applied immediately in work settings. Instructors must know the content area and should also have relevant professional experience that can be shared with students. With few exceptions, PGE instructors submitted for approval will have a Master's or doctoral degree. Professional licensures and certifications (CPA, College Board trained and certified AP teachers) also add credibility to an instructor's record and when combined with significant professional experience, someone without a Master's degree may be submitted for approval as an instructor. In some cases, an instructor will be considered by PGE to have had sufficient professional experience and formal professional development in a field that is not directly aligned with the area of their degree to qualify him/her to teach. In these cases, the reviewer should evaluate the complete file to make a judgment about whether the person is prepared to teach the course. Even rarer is the instructor without a graduate degree that has very specialized skills, such as an artist or technician

and may be considered by PGE as qualified to teach a course. It is the responsibility of the committee member to review these exceptions.

The Approval Process

The process for approving courses and the instructors who will teach them is outlined in Chapter 5 of the system-wide Regulations of the Academic Senate titled University Extension Credit Courses (Regulations of the Academic Senate). Credit courses are reviewed not only by the departmental Director organizing the course at PGE and the Dean of PGE but also the Chair or Dean of the corresponding academic department on campus and the Academic Senate Committee on University Extension (see Appendix B – Approval Process for PGE Courses & Instructors). If a course is number 1-199, it is reviewed by the Committee on Courses, and if it is 200-299, it is also reviewed by the Graduate Council (this also applies to the instructors teaching these courses).

Proposal Types

Approval proposals are the packets of documents that Committee members receive regarding each course, instructor, or certificate. Course and instructor proposals are distributed across committee members while certificate proposals are reviewed by the whole committee. Specific documents are required for each type of approval and each document has different information. Descriptions of proposal packets are below:

Course Proposals

- *Cover Sheet* - Contains basic information about the course and include signatures from PGE leadership and the corresponding Dean or Department Chair for the content area. Review with academic units may be concurrent with Senate review.
- *Course Syllabus* – PGE require instructors to use a syllabus template to ensure that all required information is included

Instructor Proposals

- *Cover Sheet* – Contains basic information about the course the instructor will teach and information about the proposed instructor, also includes signatures
- *Instructor Biography*– these contain information on an instructor’s educational history, certificates, relevant professional experience, etc.
- *Biographical Statement*–written by proposed instructor, expands on specific qualifications, especially in relation to professional experience that may not be evident in biography
- *References*– Two or three references written by contacts provided by the instructor who is being proposed to teach a class. A standard template is used for references.

- NOTE: If an instructor is being reviewed to teach more than one course, the packet will consist of a cover sheet for each course PGE would like the instructor to teach, a biographical statement from the instructor regarding qualifications to teach each course, a single biography, and one set of references.

The credentials and professional background of all instructors are reviewed by the Senate the first time they teach a course. In rare instances, when an instructor is unable to teach a course at the last minute or a course is added the PGE Dean has been delegated the authority by the Senate Committee on University Extension to approve an instructor to teach one time only. If the instructor is to teach again, they must be reviewed and approved by the Senate Committee on University Extension. The PGE Dean also has authority delegated by the Senate to approve instructors that have already been approved by the Senate Committee for one or more courses to teach additional courses if the course is in a similar area and if the instructor's evaluations have averaged at least 4.0 on a 1-5 scale. The Senate is notified that these approvals by the Dean have been made. An instructor proposal is not needed for UC Senate faculty and lecturers to instruct a course at PGE if the course is within their discipline. If the course is outside of the UCR faculty member's discipline, an instructor proposal is necessary.

Certificate Approvals

Certificate approvals consist of a signature sheet and a description of the certificate, courses, and advisory committee membership.

Review Process

Accessing Approval Proposals

When it is time for the committee to review proposals and meet you will receive an email the Committee Analyst notifying you that the proposals are available for review on the Committee's Google Drive: <https://drive.google.com/drive/folders/0AMP7zju1MmrqUk9PVA>.

- **To access the proposals** on the Google drive
 - Select the folder with the meeting date and then select the folder with your name in which the proposals for your review have been saved.
- **You should review the proposals**, instructors, and certificates that have been assigned to you **before the meeting** and email Committee Analyst Beth Beatty with a list of all proposals that you have identified concerns with and the specific concerns prior to each meeting.
 - Please send any questions or concerns you have about the proposals that you were asked to review to the Committee Analyst in advance of the meeting as only proposals identified by Committee members will be discussed at the meeting.
If no questions or concerns are raised about proposals by the reviewers assigned to them it is assumed the proposals will be approved by the Committee with no further discussion.
- **During the meeting the committee** will discuss the identified proposals and concerns that Committee members had with them.
- The Dean of PGE or a designee will be available to address questions raised by the committee during the meeting.
- **In some instances, the PGE Dean or other representative will have to investigate specific questions raised by the committee** after the meeting with the academic unit hoping to offer the course or program.
 - PGE will follow-up immediately and provide further information to the committee analyst and chair via e-mail.
 - The committee chair may be delegated authority by the committee to make a final decision about the proposal or the chair may be asked to follow up with the committee to seek an e-mail vote.

Timing and PGE Review Cycles

The timing of the review of PGE approvals and the meetings of the Academic Senate Committee on University Extension are designed to coincide with a specific stage of the publication of the UCR PGE Schedule of Classes and publication of class schedules to the website.

Because all courses and instructors must be fully approved prior to being advertised, the meeting of the Committee needs to occur before the schedule of classes is sent to the printer.

The Committee will be notified when assigned proposals are ready for review. Proposals assigned to each committee member are found on the Committee's Google Drive a week prior to the meeting date.

Why such a tight timeline? A typical PGE scheduling and approval cycle takes approximately 11-12 weeks. This includes determining which courses need to be taught in the following quarter, identifying needs for new instructors and new courses, collecting references, finalizing proposals, internal routing and PGE's academic leadership review and approvals. Because PGE students are not matriculated and may or may not choose to enroll in and pay for courses each quarter, PGE must allow time for web publishing as well as time for students to make decisions about enrollment. The course schedule is posted on the PGE website approximately six weeks prior to the start of the quarter.

Important Contacts & Information

Academic Senate Committee Analyst for Committee on University Extension

Beth Beatty

x22544

beth.beatty@ucr.edu

Committee's Google Drive

<https://drive.google.com/drive/folders/0AMP7zju1MmrqUk9PVA>

Appendix A – PGE Academic Course Prefixes

ABN	ABN Facilities	ENGR	Engineering	MCS	Media and Cultural Studies
ADJUS	Administration of Justice	ENSC	Environmental Science	ME	Mechanical Engineering
AHS	Art History	ENTM	Entomology	MGT	Management
ANTH	Anthropology		Environmental	MSE	Material Sci. & Engineering
ARBC	Arabic	ENTX	Toxicology	MUS	Music
ARC	Archeology	ENVE	Environmental Eng	NEM	Nematology
	Arabic Literature and	ERT	Earth Science	NRSC	Neuroscience
ARLC	Culture	ETST	Ethnic Studies	NUR	Nursing
ART	Art (Studio)	EUR	European Studies	NUT	Nutrition
ASC	Animal Science	FREN	French	OLLI	Osher Lifelong Learning Inst.
ASLT	Asian Literature	FVC	Film and Visual Culture	PBPL	Public Policy
AST	Asian Studies	GBST	Global Studies	PED	Physical Education
ASTR	Astronomy	GEN	General Interest	PHA	Pharmacology
BCH	Biochemistry	GEO	Geosciences	PHIL	Philosophy
BIEN	Bioengineering	GER	German	PHYS	Physics
BIOL	Biology	GRK	Greek	PLPA	Plant Pathology
BMSC	Biomedical Sciences	GSCI	General Science	PLS	Plant Sciences
BPSC	Botany/Plant Sciences	HASS	Humanities & Social Sci	PORT	Portuguese
BSAD	Business Admin.	HISA	History of the Americas	POSC	Political Science
BSWT	Basic Writing	HISE	History of Europe	PSYC	Psychology
BUS	Business	HIST	History	PUB	Public Health
	Cell Biology &	HMDV	Human Development	RE	Real Estate
CBNS	Neuroscience	HNPG	Honors Program	RLST	Religious Studies
CEE	Chemical Environ Eng	HSC	Health Sciences	RUS	Russian
CHE	Chemical Engineering	INDO	Indonesian	RUSN	Russian Studies
CHEM	Chemistry	ITAL	Italian	SCI	Science
CHN	Chinese	JPN	Japanese	SEAS	Southeast Asian Studies
CLA	Classics	JRN	Journalism	SOC	Sociology
	Cell, Molecular, & Dev.	KOR	Korean	SPN	Spanish
CMDB	Biology	LABR	Labor Studies	STAT	Statistics
CONF	Conferencing	LATN	Latin	SWSC	Soil and Water Sciences
	Comparative Ancient	LAW	Law	TAG	Tagalog
CPAC	Civilization		Lesbian Gay Bi-Sexual	THEA	Theatre
CPLT	Comparative Literature	LGBS	Studies	URST	Urban Studies
CRWT	Creative Writing	LIFE	Life Society	VITE	Viticulture and Enology
CS	Computer Science	LING	Linguistics	VNM	Vietnamese
DNCE	Dance	LNCR	Learning Center	WLT	World Literature
ECON	Economics	LNST	Latin American Studies	WMST	Women's Studies
EDUC	Education	LTLG	Literatures & Language	WRLT	World Literature
EE	Electrical Engineering	LWSO	Law & Society		
	Evolution Ecology and	MATH	Mathematics		
EEOB	Organismal Biology	MCBL	Microbiology		
ENGL	English				

Appendix B – New Course Proposal Cover Sheet

Date:

From:

RE: PGE Course Approval

Enclosed for your review is information regarding a course which UCR Professional and Global Education (PGE) is planning to offer. Please review the attached material, sign the form to indicate you have approved it, and return all documents to the AQIA Office at UCR PGE. If you have any questions regarding the instructor or course content, please contact me at X21658 or academicservices@ucx.ucr.edu as soon as possible. Thank you.

Course Number:

Course Title:

Quarter Units:

Number of Hours:

Number of Meetings:

Certificate Information:

PGE Director, UCR Professional and Global Education	Academic Department Dean or Chair
PGE Dean	Academic Senate Committee on University Extension

FT

Quarter

Programmer

Appendix C – New Instructor Cover Sheet

Date:

From:

RE: PGE Instructor Approval

Enclosed for your review is information regarding an instructor which UCR Professional and Global Education (PGE) is planning to hire, and the course they will be teaching. Please review the attached material, sign the form to indicate you have approved it, and return all documents to the AQIA Office at UCR PGE. If you have any questions regarding the instructor or course content, please contact me at X21658 or academicservices@ucx.ucr.edu as soon as possible.

Course number:

Course title:

Instructor name:

Instructor degree:

Current professional position:

Instructor has been previously approved:

Instructor has previously taught at PGE:

Course description:

PGE Director, UCR Professional and Global Education	Academic Department Dean or Chair
PGE Dean	Academic Senate Committee on University Extension

FT

Quarter

Programmer

Inst. ID

Appendix D: Syllabus Guidelines for Instructors (Use with fillable syllabus template)

Syllabus Guidelines for Instructors

Introduction:

A course syllabus should supply important information about how students can contact the instructor, where they can get help, how they are expected to participate in the course, and what kinds of technical skills they are expected to have. There is a section at the end of this document that provides information specific to online courses. Please use the attached template to design your syllabus and help provide your students with a clear understanding of your course.

The following are required sections:

I. Course information

II. Instructor contact information

Include your Email address, include your office hours and your response time (within 24 hours is recommended, 48 hours is required).

III. Course description and purpose

Students should know at the beginning of the quarter what to expect of you and the course. Provide a set of brief statements informing students of what to expect. This tells the student how the course will be conducted and your expectations. The following items should be included:

- Copy the course description from the catalog and include it in this section.
- List the learning outcomes and course objectives -- what can students expect to learn by the end of the course?
- Instructional methods -- how will the course be taught? Assignments -- what types of assignments are included? When are they due?
- If online: Are all activities asynchronous or does the course include synchronous events such as live chats? How often should students expect to participate in online discussions? Indicate any specific times and dates when students need to be online to participate in live chats, webcasts, or other events. If these events will be archived, indicate how and where students can access them and for how long following the actual event. Be sure to include the following: *The course can be accessed at elearn.ucr.edu.*

IV. Course prerequisites

List any courses or other prerequisites students should have met prior to beginning your course.

V. Required course materials

Provide a list of required books, software or other materials. Include ISBN, edition, and publication year for all required texts. Textbooks must have been published within the last 5 years unless there is a legitimate justification for the use of a text published more than five years ago. Indicate where

students can purchase/download the materials. If they need to download, open and view PowerPoint, PDF or other files, include links to the PowerPoint viewer and Adobe Reader.

VI. Course organization

Let students know how your course is organized (by week or topic) – please provide a table of dates for easy reference. (If online, include where students can find the necessary files and assignments they will need to complete the course). Are all course materials available on the day the course begins (recommended) or are new materials made available each week? If materials are released weekly, when do they become available?

VII. Assignment grade value

Let students know the graded assignments and the points or percentage that each assignment is worth so students can track their grade progress.

VIII. Grading policy and grade scale

Your grading policies should be clearly stated in the syllabus. Include a grading scale, and if you grade on a curve, explain how you calculate the grades. Explain your policy on late work and missed tests. How many points or grades are deducted for late work? If you don't accept late work, make this clear to students.

You should also indicate how soon after the close of an assignment you will be providing feedback/grades -- e.g. within 1 week, 48 hours, etc. Instructor feedback is the number one source of both complaints and compliments in student evaluations, so it is to your advantage to manage student expectations about how quickly you plan to grade their work.

Instructors should not share grades with students via email. Grades are available through the course grade book and official grades are posted on the Instructor Portal.

(Please note that a grade of incomplete may only be issued if the student in question is otherwise in good standing, and if the student only needs a limited amount of time to complete a single requirement. A grade of incomplete may not be issued to accommodate a student that has failed to attend class or has fallen significantly behind in their coursework. In that event, the student should be counseled to withdraw from the course).

Letter Grade	Percent Grade	4.0 Scale		Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0		C+	77-79	2.3
A	93-96	4.0		C	73-76	2.0
A-	90-92	3.7		C-	70-72	1.7
B+	87-89	3.3		D+	67-69	1.3
B	83-86	3.0		D	65-66	1.0
B-	80-82	2.7		F	Below 65	0.0

For UCR Professional and Global Education (UCR PGE) grading policies and information about Incomplete grades go to:

<https://extension.ucr.edu/helpcenterstudentresources/academicpoliciesandinfo/gradesandgradeappealandsatisfactoryacademicprogress>

IX. Work to credit ratio

Students participating in credit level work are required to complete a minimum of 30 hours of work per unit. These 30 hours are broken down into 10 hours of required instruction time paired with 20 hours of outside work for students, such as written assignments, lab time, homework and/or reading.

Example: 1 Unit= 10 instruction hours + 20 hours of outside work (such as homework, online activities, etc.)

X. Course attendance / participation

Be very clear about your course attendance policies. If you will be grading participation in the course, be specific about your expectations for participating and exactly what that entails – for example engaging in discussions, group work, etc. You will need to clearly state how much attendance/participation is required at a minimum, as well as what percentage of the grade is based on attendance/participation and at what point the student will be unable to pass the course, based on lack of attendance/participation. Please note, attendance and participation (combined) cannot comprise more than 20% of the overall course grade.

XI. Course evaluation

All students will receive an email prompting them to complete an anonymous course evaluation. Students have a limited amount of time to respond to the evaluation survey. UCR PGE strongly encourages all students to complete the course evaluation promptly after receiving the email. Student feedback is very valuable. The information collected is used to evaluate course effectiveness and instructor performance. As well, the information aids PGE in determining future course offerings and provides PGE with a mechanism to better serve students.

XII. Student email accounts

The text for this section is provided for you.

XIII. Plagiarism

All written work must be the product of the student submitting the work. While students may be permitted by the instructor to work together on in-class assignments, all work done outside the classroom must be done by the student without collaboration or sharing with other students or non-students. Credit must be given for any material used which is not created by the student, including images. If a student is determined to have violated this policy, he/she will receive a zero for the assignment and be reported to the Program Director. A second finding of plagiarism or cheating will result in the student being withdrawn from the course by the instructor and reported to the Registrar.

Academic Integrity at UCR --

<https://conduct.ucr.edu/policies/academic-integrity-policies-and-procedures>

UCR Policy on Plagiarism and Academic Integrity--

<https://www.senate.ucr.edu/appendix/division/full#6>

XIV. ChatGPT/AI tools

Clarify your level of use of the ChatGPT/AI tools you will allow your students to use. Select one of the three ChatGPT/AI Tools below. Delete the others.

Embrace AI

Generative AI (such as Google Bard or ChatGPT) can be a potentially useful and powerful information source and thought partner which can enhance productivity and learning. This emerging technology will likely have wide-ranging impacts on our personal and professional lives, which means there are potential benefits for students in starting to learn how to use it responsibly. You are encouraged to use generative AI in this course, where applicable and/or relevant to your enhance your learning outcomes. Experiment with these tools and study the results. However, keep in mind that, although generative AI is capable of producing human-like responses, these responses are not always accurate and/or may violate intellectual property rights. Also be aware of information security and privacy concerns created through the use of AI. UCR has contractual guarantees with Google and the AI tools they offer (including Bard) but not with companies offering other AI tools (such as ChatGPT). Students are invited to explore and utilize UCR's Google AI tools, since they will minimize security and privacy concerns. Lastly, although generative AI may be used like any other source of information that supports your work – such as a book, article, video, interview, etc. – it must be properly quoted and cited each time it is used. Failure to properly cite the use of AI in your work will be viewed as a potential academic integrity violation.

Understand AI Potential

Generative AI (such as Google Bard or ChatGPT) can be a potentially useful and powerful information source and thought partner which can enhance productivity and learning. However, over-reliance or dependence on generative AI can undermine your education, limit opportunities for intellectual growth, and impact your performance in venues like job interviews, meetings, and presentations. Therefore, this course has been designed to emphasize authentic learning and utilizes assessment methods that reduce the potential usefulness of generative AI in your work. Furthermore all work submitted in this course must be your own. Although generative AI may be used like any other source of information that supports your work – such as a book, article, video, interview, etc. – it must be properly quoted and cited each time it is used. Failure to properly cite the use of AI in your work will be viewed as a potential academic integrity violation.

Limit the use of AI

This course emphasizes critical thinking and problem-solving skills, some of which can be mimicked by generative AI (such as Google Bard or ChatGPT). The vitality of a campus community relies on academic honesty and the integrity of intellectual work. The use of generative AI in this course can undermine your learning, limit opportunities for intellectual growth, and impact your performance on in-class assessments and face-to-face interactions. Generative AI also can interfere with a fair and accurate assessment of your work. Therefore, all work submitted in this course must be your own. Students should not receive any assistance from any person or entity that writes or completes substantial portions of the work for them. AI should never be a replacement for your own thinking or research. Although generative AI may be used like any other source of information that supports your work – such as a book, article, video, interview, etc. – it must be properly quoted and cited each time it is used. Failure to properly cite the use of AI in your work will be viewed as a potential academic integrity violation.

XV. For online courses:

Online courses are different in a number of ways from face-to-face courses. The course syllabus should supply important information about how students can contact the instructor, where they can get help, how they are expected to participate in the course, and what kinds of technical skills they are expected to have.

The syllabus must be posted in the Canvas online course area by the date the course is made available to students, which is one week prior to the course start date. It should be available as both a web page and as a PDF file that students can download and print. The syllabus needs to remain available throughout the course and any changes to the syllabus should be communicated to students through email and/or a course announcement. If you will be closing Forums at the end of each week, let students know.

Course calendar

All Assignments, Forums and Quizzes created with closing dates in Canvas will be automatically added to the course Calendar. You can add additional events or Assignments, Forums and Quizzes without closing dates to the Calendar manually. Remind students to check the calendar for upcoming events. If you do change dates for Assignments, Forums or Quizzes during the course, be sure to let students know ahead of time. (If your class is completely online, minimize the need for students to download files before opening them by embedding them in your class so they can be viewed in the web browser or by converting them to formats that can be displayed in Canvas).

Privacy

Canvas allows the instructor and technical support people to monitor when students have logged in, where in the course they have been, and how long they have stayed. This can be helpful to students if they have a connection problem during a quiz and need to re-take the quiz. On the other hand, when students complain that they are not able to submit assignments or they have repeatedly tried to login without success, these claims can also be verified or shown to be false by examining the activity logs in Canvas.

Participation guidelines

Be clear on your expectations for course participation. A good rule of thumb is to require that students post their own response to your forum questions along with two responses to what other students have posted. If you prefer that students post their own response before reading what others have written, Canvas includes the **Each person posts one** forum type. This requires that students create their own thread before they can see what others have written, but the forum must include an initial posting by the instructor.

How many times per week should students be logging in to the course? If your course week starts on Monday and assignments are due on Sunday, you may find that participation is highest on Sunday, with very little during the week. If you split up assignments so that something is due mid-week (responding to course readings on the forum, for example) and something else is due at the end of the week, course activity may be spread out over the week, and there may be more opportunities for students to interact with each other.

Canvas tracks student activity in your course, so it's easy to see what students are doing and how frequently they access the course. You can find the Activity Report by clicking on Participants, then choosing a student from the roster. If you plan to use this feature extensively, you may want to inform students about it. It is a good idea to check the Activity Report in the first few days of your course so you can contact students who have not logged in. Students who fall behind in online courses may find it difficult to catch up, so it's best to monitor student activity early in the course.

You can use the **Available from** and **Due date** options with forums and assignments in Canvas to enforce your late work policy by closing out forums and assignments on a particular date. There is also option available with Assignments to permit late work.

Appendix E – Certificate Types and Award Classifications

UNITS	HOURS	COURSE LEVEL	LANGUAGE/MAY BE CALLED	CERTIFICATE DESIGN
28+ units	280 hours of credit coursework	300 or 400 (in some cases courses numbered 1-299 may also be included)	- Post Graduate Diploma (requires successful completion of at least 3 years of Bachelor's degree) - Advanced Certificate (does NOT require Bachelor's degree)	- Gold seal 8.5 x 11 solid beige cardstock - Signed by the Dean & Chancellor
12.0 + units	120+ hours of credit coursework	300 or 400 (in some cases courses numbered 1-299 may also be included)	- Post-Graduate Certificate (requires successful completion of at least 3 years of Bachelor's degree) - Professional Certificate (does NOT require Bachelor's degrees)	- Gold seal 8.5 x 11 solid beige cardstock - Signed by the Dean & Chancellor
6.0-11.9 units	60-119 hours of credit coursework	300 or 400 (in some cases courses numbered 1-299 may also be included)	- Specialized Training Programs - Specialized Professional Programs - Specialized Study Programs - Professional Sequence Award - Professional Achievement Award - Similar name as identified in a program approval memo signed by the Dean	- Blue and gold seal 8.5 x 11 beige paper - Signed by the Dean and Chancellor
Any units	Any hours of credit course work	300 or 400 (in some cases courses numbered 1-299 may also be included)	- Completion Award - Or - Participation Award	- Gold print seal on beige paper 8.5 x 11 paper - Signed by Director
Any unit	Any hours of non-credit coursework	800 level with CEUs or 900 level	- Attendance Award - Or - Completion Award	- Gold print seal 8.5 x 11 paper beige paper - Signed by the department head and/or instructor
	Any program not defined above for which students attend but are not evaluated	Any	- Attendance Award - Or - Completion Award	- Blue seal 8.5 x 11 paper beige paper - Signed by the department head and/or instructor

Charge of the Committee

(<https://senate.ucr.edu/committees/24>)

8.25 University Extension

8.25.1 This committee consists of six members. (Am 9 Jan 73)(Am 20 Nov 85)(Am 28 May 98)

8.25.2 It is the duty of this committee to:

8.25.2.1 Advise the Chancellor and the Dean of University Extension on matters referred by them to the committee;

8.25.2.2 Initiate recommendations to the Chancellor and the Dean of University Extension concerning the function and the educational and related budgetary and personnel policies of University Extension;

8.25.2.3 Review the annual report of the Dean of University Extension and submit an annual report and such interim special reports as seem advisable to the Division;

8.25.2.4 Advise the Dean of University Extension and the departments, colleges, and Graduate Division with respect to:

8.25.2.4.1 Establishment, continuance, and discontinuance of Extension programs;

8.25.2.4.2 Criteria for appointment and retention of Extension teaching staff;

8.25.2.4.3 Policy concerning acceptance of financial support for Extension programs from sources outside the University;

8.25.2.4.4 Establishment of requirements for admission to Extension courses yielding credit toward an academic degree;

8.25.2.4.5 Coordination of the relations of University Extension with the Division;

8.25.2.5 Recommend and supervise all University Extension courses in the Division yielding credit; in discharging this responsibility the Committee on University Extension presents its recommendations on all courses numbered below 300 to the Committee on Courses for review and approval ([read Bylaw 8.10.2](#)), but the committee is empowered to give final approval to all University Extension courses above the 200 series, provided that it reports all such action taken to the Division at least once each quarter.