



Academic Senate

COMMITTEE ON COURSES

June 22, 2026

To: Ken Barish, Chair, Riverside Division

From: Emma Stapely, Chair
Committee on Courses

Re: Proposed Changes to Courses Policy

The Committee on Courses has voted to approve changes to the General Policies for Courses of Instruction and has proposed a policy for distance education. The Committee requests Divisional approval of these proposed changes.

The Committee proposed revisions to General Policies for Courses of Instruction to provide:

- New definitions of online and in-person course modalities to reflect WASC guidance and policies;
- Clarified policy on instructional contact hours;
- Updated policy for cross-listed courses to support departments and programs when changes are being proposed to cross-listed courses;
- New proposed policy for mezzanine courses, which are courses that offer credit at the graduate level and undergraduate upper-division level and are offered at the same time and place;
- Additional guidance for the appointment of Associate Instructors for the instruction of upper-division and graduate level courses.

In addition, the Committee has prepared a standalone Policy on Distance Education to provide more detailed definitions and guidance on online course modalities and teaching formats. The Committee proposes to move the threshold at which a course is defined as online from 100% technological mediation to 50% or more of primary instructional contact hours delivered online. This will bring UCR into alignment with WSCUC standards and facilitate the implementation of UCR SR 6.14.

Attch: Proposed Changes to General Policies for Courses of Instruction
Proposed Policy on Distance Education

cc: Cherysa Cortez, Executive Director, Academic Senate
Subramanian Balachander, AY 26-27 Chair, Committee on Courses

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I.	Course Approval Process	This section reviews the authority, charge, and purpose of course review conducted by the Courses Committee of the Riverside Division of the UC Academic Senate
I.1	<i>How, why, and by what authority the Senate reviews courses</i>	Section I.1 reviews the authority delegated to the UCR Committee on Courses
I.1.a	Board of Regents Standing Order 105.2.b: The Academic Senate shall authorize and supervise all courses and curricula offered under the sole or joint jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by the Board....No change in the curriculum of a college or professional school shall be made by the Academic Senate until such change shall have been submitted to the formal consideration of the faculty concerned.	The Board of Regents has delegated authority to the Senate to “authorize and supervise all courses and curricula” (with some specific exceptions for professional schools and non-degree programs). These provisions are repeated in Board of Regents Bylaw 40.1.
I.1.b	Bylaws of the University of California Senate, 312.III.A.1: Each Division shall approve and supervise all courses of instruction and curricula in the colleges and schools of the Division, except as otherwise provided in these Bylaws or the Standing Orders of The Regents	The Systemwide Senate bylaws further specify which matters are reserved for the Senate as a whole, and which are delegated to the Divisional Senates including that at UCR. Among the latter are all courses of instruction and curricula (except those that involve multiple divisions).
I.1.c	Bylaws of the Riverside Division, 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 administrative 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.	The Divisional Bylaws of the Riverside Division of the Senate establish a Senate committee responsible for the approval of all courses (with some specific exceptions for University Extension courses). In most cases, approvals or disapprovals made by the Committee on Courses are final; however, any five voting members of the Division may move any matter of course approval or disapproval to the Divisional meeting (Bylaw 8.10.3).
I.2	<i>The scope, purpose, and process of course review by the Committee on Committees</i>	The authority delegated to the Committee on Courses (see I.1) is broad, but considerable authority also remains with Senate faculty proposing courses or changes, with departments or programs, and with college Executive Committees. Section I.2 reviews the purpose and scope of course review as it has evolved over the course of many years.
I.2.a	The Committee on Courses reviews and approves/disapproves the <u>formal specifications for courses</u> (as proposed or changed in course approval forms), in close collaboration with the Office of the Registrar. When the Committee does not approve a course because of some formal specification, the course will be returned to the relevant department(s) or unit(s) for revision.	To be offered at UCR, courses must be formally proposed in a way that conforms both to Senate and College regulations regarding courses, and the specific technical needs of the Banner system for managing enrollments and credit. The pathway that each course proposal must take – whether for a new course, for a change in an existing course, or for the deletion of a course – is described below in I.4.
I.2.a.i	Regulations of the Academic Senate – Part III: Colleges, Schools, and Graduate Divisions – Title III: Courses, defines the <u>key terms and parameters</u> that courses must conform to in order to receive approval. https://senate.universityofcalifornia.edu/bylaws-regulations/regulations/rpart3.html#r750	The Systemwide Senate has established regulations for the offering of courses. These regulations are the foundation of the Committee on Courses’ work, since they define what a course is, the classifications of courses, persons in charge, credit in courses, and grading policies. The specific guidelines listed below flow from these Senate regulations.

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		Course preparers and academic units are welcome to contact the Chair of the Committee on Courses for further information about Senate regulations and their application in these Guidelines.
I.2.a.ii	<u>Use of CRS system.</u> Courses (new, changed, or deleted) must be proposed for review by entering the necessary information and changes into the CRS course approval system operated by the Office of the Registrar	CRS (crs.ucr.edu) is the online system that allows departments, program committees, and other academic units to propose new courses, changes to existing courses, and the deletion of courses. CRS collects the detailed information that allows the Registrar and Committee to determine whether courses conform to Senate regulations and are formally correct, and routes this information from departments/programs through Executive Committees to the Registrar and the Committee. Most fields in CRS also allow the department or program proposing a course or change to provide an explanation or justification for each specific element of the course. These justifications are vitally important to the Committee, since they allow members to understand the context of the proposal. Academic units proposing a new course or change should be as clear as possible in explaining proposed course features or changes, especially if these are inconsistent with usual practice or otherwise unusual. When courses have been approved, data from the CRS system is used to upload Banner course listings. Course information in Banner is also used to create each year's General Catalog.
I.2.a.iii	<u>Capacity and limitations of the Banner system</u> for managing enrollments, credit, and grades. In addition to conforming to Senate regulations, courses and course changes must be created in a way that allows the Banner system to manage the enrollments, grades and credit awarded for courses. Banner is also the heart of course planning and scheduling.	The Committee on Courses works closely with the Office of Registrar to ensure that courses are entered correctly into the relevant computer systems.
I.2.a.iv	<u>Listing of courses in the General Catalog.</u> Approved courses are listed in the General Catalog. The Registrar maintains guidelines for catalog descriptions that limit the length and prescribe a standard style.	The Committee on Courses works with the Registrar to ensure that courses are entered in the General Catalog in a way that is accurate, transparent, and useful for students and prospective students. The Committee will generally support the Registrar's suggestions for the length and style of course descriptions, although departments and programs are welcome to bring issues specific to their discipline to the Committee's attention.
I.2.a.v	<u>Deletion of courses not offered in four years (NOFY):</u> Bylaws of the Riverside Division, 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.	To ensure accuracy and transparency for students, the Divisional bylaws authorize the Committee to delete courses that have not been offered for at least four years. The Office of Registrar produces a list of such courses each year (the NOFY list), rotating among programs and departments, which is sent to the relevant departments for comment, and to the Committee for review. After hearing from departments, the Committee makes the final decision about which courses in this category to delete. It is the policy of the Committee to delete all courses that have been added to the NOFY list twice (that is, not offered for at least 8 years) unless the department(s) affected indicates that the course is scheduled for teaching within one year, or provides other unusually persuasive reasons to retain the course in the catalog.
I.3	The role of the <i>sample syllabus</i> in course review. (see also I.6.d below)	A sample syllabus allows the Committee to review course proposals in a number of respects, as detailed in this section. The Committee's review considers pedagogical and intellectual content only insofar as such review is consistent with the academic freedom of faculty members and of academic units.

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I.3.a	<u>Committee on Courses review.</u> To fulfill its responsibilities, the Committee on Courses requires a sample syllabus for all new course proposals, and for most proposals for changes (see I.6.b and I.6.d below for details).	Each new course proposal, as well as proposals for substantial changes in existing courses, must be accompanied by a sample syllabus that illustrates the content, delivery methods, and assessments proposed for the course. Each sample syllabus must match the formal entries for the course in CRS (e.g., title, prerequisites, credit-hours, etc.), and should also correspond with any justifications offered for specific elements. Sample syllabi may also provide statements about the administration of course and university policy. It is recommended that syllabi include learning outcomes for each course. The most important purpose of a syllabus is to support and guide students who take the course.
I.3.b	The <u>pedagogical content</u> of a course is the responsibility of the proposing Senate member and of the department/unit listing the proposed course.	Before courses reach the Committee on Courses for review, they have already been approved by a formal vote of the academic department(s) or program(s) proposing the course or changes, and of the Executive Committee(s) of the college(s) in which the course will be taught (details below in I.4). Consequently, the Committee on Courses does not review the pedagogical or intellectual content of courses as part of its normal review process. As a Senate committee authorized by the Regents, the systemwide Senate, and the Riverside Divisions, however, and as a committee whose voting members are all members of the Senate, the Committee may in rare cases exercise supervision (as provided in the regulations cited above) over the content of courses offered at UCR by asking departments/programs and colleges to conduct additional review when, in the Committee's judgment, it may be appropriate.
I.3.c	<u>Rigor and workload.</u> In reviewing course proposals, the Committee considers whether the sample syllabus describes a course whose rigor is suitable for the UC system, and whether the modes of delivery and the expected workload for students justify the award of the requested number of credit hours.	The Committee relies primarily on departments/programs and colleges to review courses for rigor and suitable modes of delivery but may also consider whether the course of study described in the sample syllabus conforms to UC expectations as to academic rigor, and whether the assignments and assessments described in a syllabus justify the proposed credit-hours.
I.3.d	<u>Style and format.</u> Collaborating with the Registrar, the Committee considers whether the course descriptions and other elements are precise, stylistically consistent, and suitably justified.	In order to present courses in the General Catalog in a consistent style, the Committee, working with the Office of the Registrar, may ask for stylistic corrections to course descriptions. Faculty and departments should explain unusual stylistic choices or language in the justifications provided in CRS and may provide additional explanations for particular wording if a course is returned for stylistic revision of its course description.
I.3.e	<u>Course and campus policies.</u> When a sample syllabus addresses course policies (e.g., attendance policies, policies for missed or make-up examinations, plagiarism and dishonesty policies, and similar matters), the Committee may provide feedback to units and proposers when those policies are not reasonable and consistent with University-wide policies.	Faculty members often include course policies in their sample syllabi, and the Committee encourages them to do so in official course syllabi, as well. Clear and judicious policies are a sign of good syllabus design. When course policies are provided, the Committee may provide feedback if the policies that are included conflict with general university policy. Areas that sometimes raise such conflicts are policies regarding plagiarism and academic dishonesty, which must conform to University policy as described at https://studentdocs.ucr.edu/conduct/uc-riverside_scaip_academic-misconduct-faculty-guide.pdf ; policies on missed classes or examinations, which must conform to college policies regarding religious and athletic excuses, college policy on 'incomplete' grades, and related matters; and policy on students with special needs, which must conform with Federal and state law as well as University policy (see https://sdrc.ucr.edu/resources/faculty_resources).

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I.4	<i>Pathways and routing for course approval</i>	Course approvals follow specific pathways, with the CRS system as the underlying medium and channel for review, feedback, and approval
I.4.i	<u>Initiating a proposal in CRS.</u> Any new course, change in an existing course, deletion of a course, restoration of a course previously offered, or other action must first be designed and approved by the faculty of the proposing department, committee, or program, and approved by its chair/director.	Instructors and chairs/directors should work closely with the responsible staff in their academic unit in preparing material for creating, changing, or deleting a course. In most cases, staff members are the authorized preparers who transfer department- or program-approved information about courses into CRS. Chairs or faculty generally provide the information both for CRS fields and for the associated justification fields. Because justifications often explain the broader context as well as technical matters related to a course proposal, the Committee strongly recommends that department chairs and directors review these. The authorized preparer is also responsible for recording the date of the departmental vote to approve any action proposed to the Committee.
I.4.ii	<u>Routing.</u> The CRS system automatically routes each course proposal to various review and approving bodies, including College Executive Committees, the Office of the Registrar, and Academic Senate Committees. (For exact routing by unit and course type, see Appendix 1). Once a course proposal is fully submitted to CRS, it is automatically routed to the next review or approval level. Once approved at each level, it is again forwarded to the next step until it reaches the Committee on Courses. Different types of courses follow different pathways, as listed below.	Chairs/directors and authorized preparers should be sure that all necessary information is submitted in CRS before forwarding a course proposal to the next level. At each Senate-based review level, the committee involved may vote to return a course to the department or program for clarification or amendment; the items to be revised and the reasons a revision is needed should be included in CRS comments or communicated to the Chair/director and file preparer in the department. Once changes have been made, the course will be returned to the CRS routing pathway. The Registrar's office also reviews all proposals for formal compliance and Banner compatibility and will provide feedback to preparers. In general, departments and programs should resolve questions raised by the Registrar before advancing the course to the Committee on Courses; however, if a department or program wishes a course to be reviewed by the Committee without carrying out changes requested by the Registrar, they may so request.
I.5	Review Schedules and Deadlines	Senate meetings and the academic calendar drive the deadlines for submitting course proposals.
I.5.i	<u>Submission deadlines</u> for proposals for courses numbered 001-299 are posted at https://senate.ucr.edu/committees/8 .	The timelines for course submissions depends primarily on the Academic Calendar, and also on the schedule of Senate meetings. Courses must receive Committee on Courses approval before being entered into Banner and becoming available to departments/programs for entry into the Schedule of Classes, leading to fairly long lead-times for some quarters. (Senate Divisional meetings have the power to reconsider any course approval, and to override the Committee's approval, according to Senate procedures, though this is rare.) Departments and preparers should consider well in advance when they wish to teach a new or changed course, so that they can meet the deadlines that we all must work with.
I.5.ii	Departments and programs may petition for an <u>exception to the course deadlines</u> . The department/program should complete the Request for Extension of Course Proposal Submission Deadline Form, which is available on the Committee's web site (https://ucr-senate-public.s3.amazonaws.com/committees/8/committee_resource/22-23-request-for-extension-of-course-proposal-submission-deadline-v2-632374a58cb62-.pdf) The form explains the criteria for exceptions.	Exceptions to course submission deadlines are approved infrequently. However, it sometimes becomes necessary for a department/program to request a brief exception to the deadline for reasons that could not have been anticipated. When this occurs, the department should complete the specific form and submit it as soon as possible, following the instructions carefully. If the request is approved, a copy of the approved form, and of any other relevant correspondence, must be added as an Attachment in CRS before the late course proposal is submitted. Appendix 2 contains a sample copy of the Request for Extension form.

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I.6	Key points in <i>preparing</i> course proposals	This section provides general guidelines for various parts of course proposals. See also Section V of this guide for field-by-field instructions.
I.6.a	CRS requires departments and programs to provide justifications for each element in a new course proposal, and for each changed element in a proposal to change a course. Justifications should clearly and concisely explain each new or changed element, especially if the element diverges from usual practice. Justifications should be focused on the CRS field being completed. If a large number of courses are being changed in parallel ways (for example, as part of a systematic curriculum change), it is very helpful to explain this in each course proposal involved.	The justification field attached to each element in a CRS course proposal is designed to help the various reviewing committees and offices understand why that specific element is configured the way it is. The core purpose, therefore, is <i>explanation</i> of that element in way that <i>justifies</i> its particular configuration. In general, elements that are clear, standard, and typical need only a brief justification. Elements that are unusual or do not follow typical practice for a department or program should be explained in greater detail. Only in rare instances do justifications need to address the overall intellectual or pedagogical value of a proposed course. Explaining how a new course or a proposed change fits into a unit's curriculum, in contrast, is often very helpful for reviewers. For systematic or large-scale changes to multiple courses, a single memorandum explaining the changes and their motivation can be added as an attachment to each specific course being changed. Nevertheless, each course still requires a separate CRS form in order to ensure that all changes flow appropriately into Banner and into the General Catalog.
I.6.b.	<u>Types of Course Proposals</u> CRS accepts proposals for the following actions: i. New courses ii. Course changes iii. Course deletion iv. Addition or deletion of cross-listing v. Course restoration vi. Modifying course format. (in-person, hybrid, online) vii. Request for priority enrollment	When a department or program initiates a course proposal, the type of proposal helps determine the extent of review that takes place. i. New courses – require a sample syllabus and review of all course elements. Proposed new courses to be offered online only must include verbiage in the catalog description noting that the course is offered online only. ii. Course changes: depending on the scope and extent of proposed changes, a sample syllabus <i>may</i> be required. Generally, changes in the course content or the delivery of units will require a sample syllabus. Changes in pre-requisites and technical changes generally will not. Any reviewing committee or office may request a syllabus if they feel it is necessary to complete the review. iii. Academic units are encouraged to propose the deletion of courses that have not been taught and are not expected to be taught. iv. Adding a cross-listing will generally <u>not</u> require a sample syllabus. All changes in cross-listing require approval by <u>all</u> of the departments/programs/committees in which the course is cross-listed. v. A department may request the restoration of a previously deleted course. A sample syllabus is generally required. vi. When a department wishes to begin offering an existing in-person course using online delivery methods, or to begin offering an existing online course using in-person delivery methods, an additional course proposal with appropriate credit-earning activities and a new sample syllabus is required. An in-person course to be offered in a hybrid format does not require a new course proposal For definitions and details, see below, I.6.f and III.7. vii. Requests for priority enrollment require a proposal in CRS, and last for three years. See IV.4 for details.
I.6.c	Completion of a <u>program search</u> is essential for many course proposals; program searches identify majors, minors, and other programs and	CRS's course search determines whether a given course appears in the prerequisites, overlap statements, or cross-listing information of other courses. Program search determines whether

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	requirements in the General Catalog that may be affected. <u>See IV.7 for details.</u> CRS will automatically identify the specific <u>courses</u> that may be affected by a new or changed course (deletion, renumbering, or change in prerequisites, cross-listing, or overlap statements).	a course appears in the catalog copy of any department, major, minor, or program in the catalog. The purpose of these searches is to identify additional courses as well as major and minor programs that will be affected by a proposed change. For example, the prerequisites or credit statements for a variety of courses may need to be changed in order to include or exclude the target course as a prerequisite to other courses, or to prevent students from receiving duplicate credit for overlapping course content.
I.6.d	The <u>sample syllabus requirement</u>	For many new course proposals and course change proposals, a sample syllabus should be attached to the proposal in CRS. Generally, changes in the course content or the delivery of units will require a sample syllabus. Changes in pre-requisites and technical changes generally will not. Any reviewing committee or office may request a syllabus if they feel it is necessary to complete the review.
I.6.d.i	<u>Sample syllabus:</u> For a new course, restored course, or a course with a substantive change, include a substantive current or proposed syllabus that outlines the course activities by week, date, or topic. Include weighted grading criteria. To indicate the amount of required reading or activities, provide a reading/activity list that is linked to a week, date, or topic.	A sample syllabus allows the reviewing committees to assess the proposed course (or changes), and to ensure that the course is suitably planned and organized. For such review, the following elements are important: - a list of weekly activities, including lectures, readings, topics, or other course elements - a list of graded elements, with the weight attached to each of them. Note: for a course whose credit hours include non-contact activities (e.g., “Term paper”) the syllabus should describe the specific activities that justify these credit hours, and the weight each carries in determining each student’s final grade, which should generally correspond to the number of units it earns. See “Units”, III.7) - a list of readings or other assignments that support the classroom or online contact activities described for each week. Assignments should be keyed to each week’s activities. The purpose of this list is to demonstrate that the course fulfills the Senate expectation that each hour of contact activity will also require approximately two hours of individual preparation or follow-up.
I.6.d.ii	<u>Each syllabus must match the activities proposed in the course proposal</u> in CRS to "earn" units/credit hours, accounting both for activities involving faculty contact and non-contact hours involving individual work. <u>See III.7 for details.</u>	Each course proposal in CRS must provide a breakdown of the activities that contribute towards the course’s credit hours (see III.7 for a more detailed discussion of this complex issue). The sample syllabus should match the course proposal in CRS and provide adequate detail on the different course activities that, taken together, support the number of units that the course earns. Remember, direct faculty or instructor contact generally earns one unit of credit per weekly hour of activity; studio activities typically earn 1/2 unit per weekly hour; and non-contact activities generally earn 1/3 unit per weekly hour.
I.6.d.iii	If a <u>discussion, lab, workshop, studio</u> , etc., is included in a course proposal’s units, then the syllabus must briefly describe what will take place during this activity, and show how students' work in this course element will be assessed.	When a proposal in CRS lists “discussion”, “lab”, “workshop,” “studio”, or related activities, these must also appear in the sample syllabus, which should briefly discuss what happens during these activities, how they are assessed, and how much the assessments count towards each student’s final grade.
I.6.d.iv	The sample syllabus for an <u>online or hybrid course</u> must be clear about which course contact activities (if any) will take place on campus or in a designated physical location, and which activities will take place online.	For definitions of ‘online’ and ‘hybrid’ courses, see I.6.f. When offering an online or hybrid course, a department has a special obligation to make the specific features of the course clear to the Committee, the Registrar and to students. Relevant features include: 1) Robust evidence that standard course proposal guidelines are met. Clear description of metrics that should be included are:

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		a) Number of lectures, discussion sections, grading criterion, etc. correspond to course proposal description b) Contact hours meet UCOP requirements in terms of units: Online contact hours clearly outlined: whether student has access to TA vs instructor; Synchronous vs Asynchronous Demonstrate that the lectures/ office hours/ discussion all add up to the units in the Course Proposal 2) Syllabus must include the following details to show how the course will be deployed. The virtual interface with student must be described in detail in the syllabus, e.g: a) Lecture Platform (Zoom/ Microsoft Teams); b) Discussion Boards (Slack/ Piazza) c) Interactive lectures (Yuja/ PollEv) d) Proctoring (cost/ no cost) e) Other virtual activities f) Etc. 3) The plan for updating and keeping course materials current is left to departmental oversight, especially with regards to laboratory classes <u>For definitions of ‘online’ courses, see I.6.f. When offering an online course, a department has a special obligation to make the specific features of the course clear to the Committee, the Registrar, and to students. Relevant features include:</u> <u>1) Robust evidence that standard course proposal guidelines on course activities and credit hours are met (see III.7). Sample syllabi should clearly demonstrate:</u> <u>a) How the distribution of student work in course activities (lecture, discussion section, lab, etc.) supports the unit value of the class in the proposed catalogue description.</u> <u>b) How course activities are structured to meet policy requirements in terms of contact hours.</u> <u>i. Online contact hours must be clearly outlined. The syllabus should indicate how students will interact substantively with formally appointed instructors, and when they will engage with TAs vs. the instructor of record. See III.7.a.ii.</u> <u>ii. Credit hours in course activities (lectures, discussions, etc.) must all add up to the units indicated in the course proposal.</u> <u>2) Detailed description of how the course will be platformed and delivered. Sample syllabi should explain the virtual interface with students, including information about:</u> <u>a) Teaching format (asynchronous/synchronous)</u> <u>b) Lecture platform (Zoom/Microsoft Teams)</u> <u>c) Discussion boards (Slack/ Piazza)</u>

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		<u>d) Interactive lectures (Yuja/ PollEv)</u> <u>e) Other virtual activities</u> <u>The plan for updating and keeping course materials current is left to departmental oversight, especially with regards to laboratory classes.</u> <u>See the Committee’s Policy on Distance Education for further guidance.</u>
I.6.e	<u>Courses requiring Biosafety certification.</u> Undergraduate and graduate course proposals which contain experiments using recombinant DNA technology or other techniques requiring biosafety certification must have the experiments approved and certified by the UCR Institutional Biosafety Committee (IBC). The Committee on Courses will not approve such course proposals if the use of recombinant DNA has not been certified. It is the instructor's responsibility to complete and forward the “Biological Use Authorization (BUA)” form to the Compliance Officer of the IBC, Office of Research. A copy of the approved registration form should be attached to the course proposal form when it is submitted to the Committee on Courses. If the course changes and the use of DNA is substantially changed, the instructor should submit a written notification to the Compliance Officer of the IBC, Office of Research. A copy of the approved notification should be attached to the change in course proposal form when it is submitted.	
I.6.f	<u>Courses using online teaching tools.</u>	
I.6.f.i	<u>In principle, the Courses Committee reviews proposals including online teaching tools according to the same standards and criteria that apply to courses offered using traditional delivery methods.</u> Each variant of a course – online, hybrid, or in-person – requires a separate syllabus and separate approval by the Committee.	Online and hybrid-teaching delivery methods offer innovative ways to offer students the courses that they need. It is critical that students understand at the time of registration whether the course they will be taking requires their presence on campus at specific places and times, or online and using specific technologies at specific times. For this reason, changes in delivery method that affect students require review by the Courses Committee and entry into the CRS and Banner systems. Specifically, newly initiated courses with online or hybrid-variants, or the addition of an online, hybrid, or in-person variant to an existing course, require clearance, and a separate syllabus for each variant. This allows the Registrar to ensure that at the time of course registration, students can immediately determine whether they are enrolling in an online, hybrid-course, or on-campus classroom course. The Registrar uses Banner to maintain different versions of a single course – in-person and, hybrid, online – which may must have different the same credit-earning activities. Each version must be separately approved according to the same process as any other course. For detailed procedures pertaining to credit-earning activities for online courses, see III.7.f below.
I.6.f.ii	<u>Definitions of ‘online’ and ‘hybrid’ courses</u> A course’s identity as in-person, hybrid, or online is determined by the way the primary instructional contact hours activities and semi-contact activities are delivered to students.	This section provides definitions for in-person, hybrid, and online courses. Note that it is the delivery of contact activities and semi-contact activities (see III.7 for details on all activity types) that <u>Hours students spend substantively interacting with the instructor of record (primary instructional contact hours) determines the -type of course.</u> Note that primary

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	Primary instructional contact hours are time students spend with the instructor of record in what the Registrar calls “primary” course activities such as lecture and seminar. Primary instructional contact hours do not include office hours, final examinations, or instructional time with GSEs/TAs. All contact hours are labeled in Banner as “I” (in person) or “O” (online). These designations determine the status of the course overall. The Committee calculates whether a course is online at the 50% threshold of primary instructional contact hours: • for in-person courses, all contact hours take place in assigned classrooms, labs, studios, or seminar rooms on campus (or in other specified locations). • for hybrid courses, <u>some</u> contact hours take place using online technologies, and <u>some</u> take place at scheduled times and locations on campus. If a course is neither an in-person nor an online course, it is a hybrid course. • for online courses, <u>all 50% or more of primary instructional</u> contact hours must take place using online technologies, including examinations; • for in-person courses, more than 50% of instructional contact hours take place in assigned classrooms. All types of course—in person, hybrid, online—may also include non-contact activities that earn units. These may be the same across types or may vary as part of the entire course design for each offering type, but do not affect what offering type the course falls under.	<u>instructional contact hours are a sub-classification of the Committee’s definition of contact hours (see III.7) that isolates time spent with the instructor of record as the relevant datum for determining instructional modality. Contact activities include, among others, Lecture, Discussion, Fieldwork and Consultation; semi-contact hours include Laboratory and Studio. Non-contact hours do not affect the offering type of a course.</u> <u>Online modality is determined <i>at or above</i> the 50% threshold, while an in-person course must have <i>more</i> than 50% of its instructional contact hours in a scheduled on-campus classroom in order to be considered in-person. For example, a course with three credit hours of lecture per week that meets once per week in person for lecture (80 mins) and once per week online (80 mins) is considered to be online under this definition.</u> For each course in the catalog, contact hours can be marked in Banner as either “in-person” or as “online”. Since online teaching technology is rapidly evolving, the Committee has not created separate credit-earning activities for online teaching; instead, the existing activity types are marked as online or in-person, and the combination of activity delivery determines whether the course as a whole is designated in person, hybrid, or online. The Committee will continue to monitor changes and adjust its procedures and categories in the future. Faculty, departments and programs should carefully explain the delivery methods they use in proposals for hybrid and online courses. For every proposed activity, description and explanation will help the Committee carry out its review responsibilities. <u>Please see the Committee’s Policy on Distance Education for more information about definitions and course proposal requirements pertaining to online instruction.</u> Certain activities, such as Screening or Research, may be semi-contact or non-contact hours, depending whether they are described and coded in CRS as group/scheduled or individual/non-scheduled activities in CRS and in the sample syllabus. When coded as non-contact, such activities do not affect the status of the course overall.
I.6.f.iii	If a specific course is offered under a single course number in both standard and hybrid or online versions, the versions are considered equivalent in terms of credit earned. For this reason, a separate course form and sample syllabus <u>must be submitted for the online version of a course</u>. Similarly, if a department wishes to begin offering a course that is approved only as an online course in an in-person format, using the same course number, then an additional course form and sample syllabus must be submitted for the in-person version, which must be approved like any other course change before it is offered. An in-person course to be offered in a hybrid format requires a new syllabus but not a new course proposal.	

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I.6.f.iv	Final examinations for online courses. In-person and hybrid course types may include on-campus final examinations; hybrid or eOnline courses <u>with in-person components</u> may use online examinations with suitable proctoring. <u>Such courses may also use in-person final examinations, provided that the syllabus and CRS scheduling notes make this clear at the time of registration.</u> Courses for which <i>all</i> contact activities take place online <u>should also must</u> provide for a final examination, if any, online. If an hybrid course requires an on-campus final examination, the syllabus and CRS data must make this clear at the time of registration.	Final examinations are a special category of activity for online and hybrid courses, and should be carefully specified in the sample syllabus and in course justifications. Otherwise wholly online courses should not normally require an in-person on-campus final examination. When online examinations are offered, appropriate measures for proctoring and examination security should be provided; if such proctoring involves a fee to students <u>Course Material Fee (CMF)</u>, this must should be clearly stated <u>on the sample syllabus. New CMFs and changes to existing CMFs should be arranged by departments through Financial Planning and Analysis (FP&A) through the appropriate bodies</u> before the course is opened for registration.
II.	Formal Elements in new and changed courses	This section describes guidelines for the formal elements – such as numbers, etc. – in course proposals entered into CRS
II.1	Classification of courses: <i>what categories of courses exist in the UC system.</i>	Various types of courses are established by the systemwide Senate regulations, Title III
II.1.a	The Regulations of the Academic Senate of the University of California, Title III, sections SR 739-742) (https://senate.universityofcalifornia.edu/bylaws-regulations/regulations/rpart3.html) establish the key types and categories of courses offered on campuses, including at UCR	When these guidelines or campus procedures are not clear, or the reason for certain distinctions is not evident, faculty and staff are encouraged to review the underlying regulations.
II.1.b	SR 740 establishes the following scheme for classifying and numbering courses: 1. <u>Lower division</u> courses are open to freshmen and sophomores and are numbered 1-99 or are designated by a letter, especially if the subject is usually taught in high school. In no department is a lower division course acceptable for upper division credit. 2. <u>Upper division</u> courses are numbered 100-199 and are ordinarily open only to students who have completed at least one lower division course in the given subject, or six quarters (or four semesters) of college work. Special study courses for undergraduates are numbered 199. 3. <u>Graduate courses</u> are numbered 200-299, and are ordinarily open only to students who have completed at least 18 (or 12 semester) upper division units basic to the subject matter of the course. Graduate courses must be approved by the Graduate Council and by the Committee on Courses. 4. <u>Professional courses for teachers</u> numbered 300-399, are offered in (the Graduate School of) Education and in other departments, and are specially designed for teachers or prospective teachers. 5. <u>Other professional courses</u> are numbered 400-499. 6. <u>Individual study or research graduate courses</u> are numbered 500-599 if they may be used to satisfy minimum higher degree requirements, otherwise they are numbered 600-699.	Banner uses “Freshmen and Sophomore standing” for this category. Banner uses “Junior and Senior standing” for this category. Note: UCR uses a slight variation from SR 740, reserving the numbers 190-199 for different types of special study courses. Note: 500-699 courses are not in common use at UCR.
II.2	Course Numbering and Letters: <i>what do course numbers and letters mean, and which numbers/letters are restricted.</i>	Consistency in the use of course numbers and letters helps students form reasonable expectations about the level and content of a specific course, as laid out below. Proposals that make use of course numbers in ways different than described here require careful justification, and may be returned for renumbering after Committee review.
II.2.a	<u>Number ranges and their usual significance.</u>	

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	Appendix 3 provides an overview of numbers and letters used to designate courses.	
II.2.a.i	<u>Regular courses</u> in each classification carry the following numbers: 1-89, 91-97, 100-189, 200-289, 303-389, 400-499. <u>Special courses</u>: UCR uses the numbers 90, 98-99, 190-99, and 290-99 for various special courses: these include research-oriented courses, independent study, thesis and dissertation courses, internships, R'courses, and other specific types. Numbers in these ranges should not be used for regular lecture and seminar courses.	Departments may use these numbers at their discretion for regular lower-division, upper-division, and graduate courses. Many departments further associate certain number ranges with particular pedagogical purposes, at their own judgment. Certain numbers in the special course category are reserved for specific designations: see the list below. If departments propose courses using other, unreserved numbers in the 90s, the proposal should explain why a special course number is suitable and necessary.
II.2.a.ii	The following numbers are <u>reserved</u> for specific course types: 90, 98G, 98I, 99, 190, 195, 195H, 198, 198G, 198-I, 199, 199H, 290-299, and 301-302. In previous course guidelines, detailed specifications for certain other numbers were provided. These are described below, and may be continued to be used, but may be open for more flexible use by departments if necessary.	These reserved numbers are the outcome of Senate regulations or local tradition and practice. Alternate uses will not normally be approved.
II.2.a.iii	<u>Rules for 90, 190, and 290 courses. (SR 546)</u> a. Special Studies Courses (90 and 190). Registration in all special studies courses must be approved by the chair of the department/program concerned, based upon a written proposal submitted to the chair. b. Directed Studies Courses (290). Registration in all graduate directed studies courses must be approved, in the form of a written petition, by the instructor and the department chair or graduate advisor. The petition must be filed with the office of the Dean of the Graduate Division.	The sole purpose of undergraduate Special Studies courses (90 and 190) is to provide students with a means for meeting special curricular requirements or problems on an individual basis and for variable units. The reservation of these numbers is established in SR 546. The sole purpose of graduate Directed Studies courses (290) is to provide students with a means of conducting individual, supervised study or for studying special topics on an individual basis and for variable units. The reservation of this number is established in GR 1.5.10.
II.2.a.iv	<u>Senior Theses (195 and 195H)</u> . The numbers 195 and 195H are reserved for Senior Theses.	If operated in collaboration with the University Honors Program, use the letter H. 195 and 195H offer the possibility of a multi-quarter thesis sequence using the IP grade designation. However, the Committee recommends not more than one quarter of IP grading for undergraduates.
II.2.a.v	<u>R-Courses</u> . R'Courses are numbered <u>UGRC</u> 198.	R'Courses are student-led courses approved by departments and the Academic Senate. For more information, see https://se.ucr.edu/rcourses/overview . (A few legacy 198 courses that are not R'courses continue in the catalog).
II.2.a.vi	<u>Internship courses (98G, 98-I, 198G, 198-I, 291G, 298-I, 398G and 398-I)</u> Group internships are designated using a X98 number and the letter G; individual internship are designated using a X98 number and the letter I. Riverside Division Regulation R1.9 adopted in December 1976 states: “A maximum of 16 units of credit may be obtained through internship courses, with a maximum of 12 units of internship scheduled in a single quarter.	The internship experience has become an increasingly important component in the academic training of our students. Internships differ from Special Studies (90 and 190) by the involvement of a non-departmental sponsor (generally off-campus) in addition to the faculty member/student relationship.

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	Internship course credit is given for academic work related to the experience of the internship, not for the work experience alone.” See detailed guidelines in III.8, below.	
II.2.a.vii	<u>Senior Research:</u> 199 and 199H are reserved for senior research, typically with variable hours and credit.	If operated in collaboration with the University Honors program use the H letter designation.
II.2.a.viii	<u>Titles and numbers for special graduate courses</u> 290...Directed Studies (1-6) 291...Individual study in designated area, repeatable. 292...Concurrent studies in _____. (1-4, repeatable. for credit; concurrent enrollment by a graduate student in an undergraduate course, with credit for additional graduate-level participation). 297 Directed Research (1-6), repeatable. 298G Group Internship (1-12, repeatable to 16) 298I Individual Internship (1-12 repeatable to 16) 299 Research for Thesis or Dissertation (1-12), repeatable.	• on 290, see also II.2.a.iii The policy of the Graduate Council is that 291, 297 and 299 courses should be repeatable without limits (enter 500 hours in CRS). Departments/programs may set limits on the repeatability of 290 and 292 courses or may limit the number of hours that count towards degree requirements. The repeatability of 298G and 298-I courses is limited to 16 hours total by Divisional Regulation R1.9.
II.2.a.ix	<u>Titles and numbers for reserved professional courses</u> 301 “Teaching of _____ at the College Level” or “Directed Studies in the Teaching of _____ at the College Level” (to be graded S/NC). Units must accurately reflect hours of training. 302 “Apprentice Teaching” or “Teaching Practicum” (1-4 units). Open to all appropriate ASE (Academic Student Employees) with units assigned to reflect teaching activity during the quarter. To be graded S/NC. 398G Group Professional Internship (1-12, repeatable to 16) 398I Individual Professional Internship (1-12, repeatable to 16).	
II.2.a.x	<u>Previously reserved course numbers</u> 190 Special studies 191 Seminar in _____ 192 Junior Seminar 192H Junior Honors Seminar 193 Senior Seminar 193H Senior Honors Seminar 194 Independent Reading (1-2, maximum 4 units) 197... Undergraduate research (usually variable units)	These numbers were reserved for specific purposes in the past, but only some departments made use of them. Departments may request to use these numbers for suitable special courses in keeping with their curricular needs. • 191 is typically used for a disciplinary upper-division seminar with fixed units and letter grading. • Programs that offer a seminar specifically for majors/minors with junior standing may use 192 or 192H, which may be a variable-credit course. • Programs that offer a seminar specifically for majors/minors with senior standing may use 193 or 193H, which may be a variable-credit course. • 194 has been used primarily for natural sciences reading courses • 197 provides a flexible label for undergraduate research with fixed or variable units.

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	198 RCourses	
II.2.b	<u>Renumbering existing courses:</u> If a department or program wishes to renumber an existing course, a “Change Existing Course” proposal should be submitted. The new number must fall in the same range (0-99, 100-199, 200-299, etc.) as the old number.	Renumbering courses should be undertaken only for compelling reasons, as it may cause student transcripts to be less clear and useful. Renumbering within the same range is possible through the course change process. Courses may not be renumbered into a different range, however: the Committee will require a new course proposal in this situation.
II.2.c	<u>Course Sequences (A, B, C, D).</u> These letters are used in sequential course titles to indicate the affinity of topics covered in the several quarters (i.e. CHEM 001A, CHEM 001B). A, B, C, D, courses do not necessarily indicate sequential presentation of the material. Each quarter's offering is considered a separate course, and new segments or changes in segments must be proposed separately for each segment. In a new sequence, the letters A, B, C, ... must be used beginning with “A” and in order. If a course in a sequence is eliminated, any courses with subsequent letters must be changed to restore the proper sequence.	While indicating a connection between the material in the successive segments, A-B-C-D courses do not require students to begin with the first segment, nor to complete multiple segments. Programs wishing to establish such expectations should do so by means of program curricula, prerequisites, and advising. For example, if the “A” course in an A-B-C sequence is deleted, courses “B” and “C” must be concurrently changed to “A” and “B” respectively.
II.2.d.	<u>E-Z Umbrella courses.</u> The letter designations "(E-Z)" immediately following a course number indicate that different segments or topics within the sequence may be taken for credit. These segments are relatively free-standing and students are generally not expected to take the whole series or a substantial portion of it. The letters "E" through "Z" do not indicate an order or prerequisites: each segment functions as a separate course. Letters may be used in any order. Submission of an E-Z umbrella course proposal must follow the same routing as for any permanent course. Each segment is also a separate course.	See also “Topics Courses”, II.3 below, which provide an alternative to E-Z umbrella courses that involve less operational overhead. The Committee on Courses recommends that the segment subtopics to be offered under an E-Z series be identified at the time of submission of the E-Z umbrella course proposal. Additional segments may be proposed at any time.
II.2.d.i	<u>Purpose and types of E-Z courses.</u> The E-Z course format provides a mechanism whereby multiple subtopics may be presented under one broad, umbrella topic with a single number. The course title covers the broad topic, with the subtitles of lettered segments (E through Z) identifying specific subject areas. E-Z courses may have their segments listed in the main course description, or listed separately (by title or with full descriptions) after the main course description. (A few legacy courses do not list segments at all, but this format will no longer be approved in the future). Each E-Z segment is a separate, free-standing course, but course proposals vary depending on how the E-Z umbrella and segments are listed in the catalog.	E-Z courses can help preserve numbers in a program’s catalog, or be used for specialized courses within larger themes that may be offered only occasionally. Lettered segments within the E-Z umbrella course may be offered at regular or irregular intervals, based upon student and curricular need, provided that each segment is expected to be offered at least once every four years. Segments of an E-Z must have the same number of units; if different units are sought for a potential segment, proposing free-standing courses may be more appropriate. When courses under a broad theme are most likely offered only once (for example, to accommodate the expertise of visiting faculty, or for specialized topics subject to frequent change), or if the material is likely to be offered less than once every four years, creating a topics course with subtitles, rather than an E-Z umbrella, may be a better choice. (See II.3, below).
II.2.d.ii	<u>E-Z courses with segment subtitles listed in course description.</u> This format is recommended when the majority of the segments are frequently offered,	Example:

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	segments have a similar design and elements (pre-requisites, activities, etc.), and segment descriptions are not needed to provide guidance to students as they select courses.	MUS 080 (E-Z). Private Instruction: Voice, Keyboard, and Strings (1-2) Studio, .5-1 hour; individual practice, 5-10 hours. Prerequisite(s): MUS 001 or equivalent; consent of instructor. Students take a half- or one-hour lesson and practice 5 to 10 hours each week (<i>see the note regarding fees under the Major Requirements section</i>). Offered as demand indicates. E. Voice; F. Classical Piano; G. Jazz Piano; I. Harpsichord; J. Carillon; K. Jazz Guitar; L. Electronic Bass Guitar; M. Lute; N. Classical Guitar; O. Viola da gamba; P. Piano Proficiency; Q. Organ; R. Violin; S. Viola; T. Violoncello; U. Double Bass Viol. Normally graded Satisfactory (S) or No Credit (NC), but students may petition for a letter grade on the basis of performance before a jury or at a recital. Segments are repeatable. When different prerequisites apply to different segments, or for a new segment, the EZ umbrella <u>must</u> list segments separately as described below.
II.2.d.iii	<u>E-Z Umbrella Course with segment subtitles listed separately.</u> This format is recommended when the majority of the segments are frequently offered and segment descriptions are needed to provide guidance to students as they select courses. Also suitable when individual segments have different unit-bearing activities, prerequisites, or credit overlap statements.	Example: RLST 128 (E-Z). Topics in the Bible (4) For hours and prerequisites, see segment descriptions. Academic examination of issues relating to the Bible. RLST 128E. Contemporary Views of Jesus (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An examination of contemporary ways in which Jesus has been understood by academically oriented scholarship. Particular attention is given to the question of sources and of the methods used to identify those parts of the preserved tradition that are attributed to Jesus himself. RLST 128F. Biblical Fictions (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): RLST 010; upper-division standing or consent of instructor. Examines artistic rewritings of biblical narratives from antiquity to the present (ancient Jewish and Christian novels, medieval plays and stories, modern films and novels) to explore the intersections of religion, culture, and society The following characteristics may vary between segments: activities earning credit-hours, prerequisites, and credit-overlap statements.
II.2.e	<u>Honors Courses.</u> The letter “H” immediately following a course number usually designates an honors course.	• Courses offered directly by the University Honors Program carry the HNPG rubric and do not normally have an “H” appended to the course number: e.g. <i>HNPG 001A</i>. • For courses with Honors sections as well as regular sections, the same course number should be used for two separate courses, one with H and one without H. E.g. <i>Religious Studies 004</i> and <i>Religious Studies 004H</i>. • Proposals for lecture courses with an Honors designation because they include a dedicated Honors discussion section should have a separate syllabus for the Honors version, which should indicate how it differs from the non-Honors version, including in discussion assignments. • Courses with an “H” designation follow the approval pathway of the college(s) that propose them, and are also routed to the Honors Program Director for review and comment to the Committee (See Appendix 1).
II.2.f	<u>Laboratory Courses.</u> The letter "L" immediately following a course number in the sciences usually designates a laboratory course.	

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II.2.g	<u>S-courses.</u> The letter “S” is used to designate a “section” course.” Such courses are usually parallel to the same course number without the S, but have a scheduled discussion section. The discussion section may replace, or may be in addition to the activities required for the non-S version. Not all courses with an “S” suffix are special courses; E-Z courses may have “S” segments.	Note: When an “S” course covers the same material as a non-S version, this will also affect the credit statements of both courses: credit will be awarded for only one of the two, which must be noted in each course’s credit statement. Therefore, establishing or deleting an S-course version of an existing course requires two CRS course proposals, one for the S-version, one for the non-S version. Many S-courses carry 5 units, compared to the 4-unit non-S version. However, departments may also wish to create two 4-unit versions of a single course (using the same number, but one without and one with S). In such situations, the non-S version will have other activities for the fourth credit-hour, while the S version has a discussion section with Teaching Assistant. This approach can accommodate budgetary and enrollment changes that departments face in allocating TAs. In every case, the sample syllabus for each version should clearly lay out the activities and expectations for that version, so as to justify the credit-hours awarded for each.
II.2.h	<u>W, X, Y, Z courses.</u> The letter W, X, Y, or Z following a course number usually designates a Writing Across the Curriculum (WAC) course which satisfies, or partially satisfies, the ENGL 001C requirement. - Letter W indicates a standard WAC course - Letter X indicates either a course that is both a WAC and Honors course. - Letter Y indicates a standard WAC course for half (1/2) credit. - Letter Z indicates a course that is both half WAC and Honors.	Before proposing a W, X, Y, or Z course, please consult with the University Writing Program about the requirements to qualify for these designations.
II.2.i	<u>Re-use of course numbers.</u> A minimum of three years must pass after the deletion of a course before its number may be used again. Any variance to this rule must be approved by the Committee	In order to avoid confusion, uncertainty, or duplication-of-credit problems in the General Catalog and on student records (given that four years is the normal period for undergraduate degree completion), a minimum of three years must elapse before a number is reused to designate a different course. When possible, a longer interval is desirable. Departments should consider when a number was last used when choosing a number to designate a new course.
II.2.j	<u>X-100 and X-200 Courses in University Extension.</u> In order to facilitate its review of course proposals in University Extension in the X-100 (undergraduate) and X-200 (graduate) series, the Committee on Courses requires from the chairs of departments and programs a brief statement, accompanying the proposal form, vouching for the validity of the course proposal and its acceptability for majors in their respective departments.	
II.3	Topics Courses: <i>strategies for courses that address a range of topics in a general area.</i>	Departments and programs often seek to create flexible arrangements that allows them to teach diverse topics within a single more general area without using a separate course number each time the topic changes.
II.3.a	<u>General Guidelines:</u> In general, the use of the word “Topics” in a course title indicates that the specific content of the course will vary each time the course is offered, while remaining focused on a single area of inquiry as defined in the course title.	• The name “Topics” has been used in various inconsistent ways in the past. In order to clarify the nature of such courses to students, the Committee on Courses recommends the standardization of Topics courses as described here. • These guidelines will be applied to new courses, unless a department provides a careful explanation for variations in the use of the word “Topics” in courses in the respective categories.

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	Topics course come in three forms: (a) EZ courses, (b) Topics courses with subtitles, and (c) Topics courses without subtitles.	The Committee also urges departments revising courses in these categories to also adjust the course title to reflect these policies.
II.3.b	E-Z Courses (See II.2.d.) often contain the word “Topics” in the umbrella course title and description. The E-Z umbrella course format provides a mechanism that allows multiple subtopics to be represented under one broader umbrella. Each E-Z segment under such an E-Z umbrella is a separate course.	The use of E-Z sequences with a Topics title is appropriate when the majority of segments are regularly offered. A good rule of thumb is that most segments will be repeated at least once every four years. See the E-Z guidelines above at II.2.c for further options.
II.3.c	A course that uses Topics in the course title but which is <u>not</u> an E-Z course umbrella should usually use variable subtitles to convey the specific material covered each time such a course is offered. When such a course is offered, the department assigns each course section with a subtitle that more precisely describes the specific content involved, and which also appears on students’ transcripts. Such topical offerings are not freestanding courses in the catalog, but the subtitle will appear on student transcripts. Topics course with subtitles may be designated as ‘Repeatable as Content Changes’ (see III.6, below).	- Subtitles identity the specific theme each time such a Topics course is offered; the subtitle is listed in student transcripts. - Topics courses with changing subtitles allow faculty to explore diverse topics relating to a single larger theme without having to propose a new course each time the material changes. Such courses may also be used to take advantage of the expertise of a visiting professor, or for other “one-time” offerings. - Subtitles are not normally reviewed by the Committee on Courses, but are rather assigned when the department communicates them to the Registrar’s office during course planning for a particular quarter. - Topics courses with subtitles may be designated as ‘repeatable as content changes’ at a department’s request. The ‘repeatable as content changes’ option allows a single course number to cover varying offerings whose content is related to the main course title and description, but which are sufficiently different that students may earn credit for more than one iteration. - Departments and programs are responsible for ensuring that subtitles in repeatable courses do not overlap in content so much that students may not take two topics for credit. - If several subtitles under one title are expected to repeat regularly, the department should consider creating an E-Z sequence instead.
II.3.d	In some circumstances, a department or program may request the establishment of a Topics course <u>without</u> subtitles. Creating new courses of this kind will require detailed justification. Only in the special cases will the Committee will approve undergraduate Topics courses without subtitles that are also repeatable. (Further discussion of repeatability in III.6).	- Adding subtitles allows student transcripts to become more informative to future employers or universities, and avoids uncertainty about what material the course covered. Therefore, the Committee on Courses will not usually approve new Topics courses without subtitles, unless the department or program provides clear justification. - Only with compelling justification will the Committee approve Topics courses without subtitles that are repeatable. - The Committee urges departments and programs that are modifying existing ‘Topics’ courses to add subtitles and (if so desired) a repeatability statement when these courses are updated – especially when the current courses are repeatable, like some graduate courses currently in the catalog (December 2017). - Certain types of courses are repeatable without subtitles (see “Repeatability” in III.6, but such courses should not have “Topics” in their titles.
II.4	Course authorization - continuity and limitations	
II.4.a	Continuity of Course Approval. Unless otherwise specified, a course that has been approved by the Committee on Courses may be offered in any quarter, and remains valid without any time limit.	

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II.4.b	<u>Summer session offering of courses.</u> Any course listed in the General Catalog may be offered in Summer Session. No additional approval is required for these courses to be offered in Summer Session. New or experimental courses, modifications of catalog courses, and any other instruction not previously approved, which is proposed by a department/program for presentation in Summer Session, must follow the normal Academic Senate procedures for course approval. If a course will be offered in Summer Session only, add the following statement to the end of the course description: “Offered in summer only.”	Certain courses will be offered only in the summer because of the course location (e.g., FLEAP summer-study abroad courses) or other special features. In this case, identify the course as “Offered in summer only” in CRS.
II.4.c	<u>NOFY process:</u> If any course has not been offered by a department for four consecutive years, the Committee on Courses may request that it be deleted. (See Riverside Division Bylaw 8.10.4.) This policy is intended to ensure that the General Catalog will accurately reflect departments' regular course offerings and to encourage departments to examine carefully the justification for retaining infrequently offered courses on the basis of the departments' curricular objectives and resources. Courses offered only on an intermittent basis should be considered for inclusion under an appropriate “Topics” or E-Z series.	Many courses listed in Banner and the General Catalog have not been offered for many years. The Registrar’s office creates a list of such courses annually, covering different areas each year as staff labor allows. This list is referred to departments for comment, after which the Committee reviews departmental responses and either deletes courses or allows them to remain in the catalog.
II.4.d	<u>Second NOFY:</u> If a department has requested retention of a course without teaching it for four years, and the course appears in a second four-year (NOFY) review, the Committee on Courses will delete it pre-emptively, unless the department or program provides immediate and compelling evidence that the course will be taught within one year.	When a course first comes up for NOFY review, the Committee generally accepts departments’ and programs’ statement that they plan to teach the course soon. If a second four-year period has passed without a course being offered, the Committee will not generally accept broad assurances. Unless the department or program can demonstrate that the course has already been scheduled for an upcoming quarter, the course will be deleted upon second NOFY review.
II.4.e	<u>Review on Revision.</u> Many courses in the current General Catalog have not been revised in many years. In consequence, various elements of a given course may not conform to current Senate guidelines and expectations. The Committee will not normally require revision of courses simply because of the passage of time. When any change is proposed to such a course, however, the unit will need to update all course elements to bring them into conformity with current guidelines. In cases when the Registrar or another University officer points out elements in an established course that do not conform with current policy and which may cause problems for students, advisors, or Colleges, the Committee reserves the right to ask departments and programs to update such courses.	Given the large number of courses listed in the General Catalog, neither the Registrar nor the Committee requires that all courses always be up-to-date and compliant with evolving policies or expectations. The primary responsibility for updating or deleting courses lies with departments and programs. When any existing course undergoes a review by the Committee because of changes requested by a department or program, however, all elements of the course will need to be updated to conform to current policies and expectations. This requirement provides a way to conduct ongoing updates to the General Catalog, although the actual text always remains a work-in-progress that also reflects earlier policies and departmental needs. If a course that departs significantly from current policy comes to the Committee’s or Registrar’s attention, the Committee has the authority to request an update to bring the course into conformity with policy expectations.
III.	<u>Course content in the course approval process</u>	This section explains how course content should be presented, and how it is reviewed in the course approval process
III.1	General policies on course content and its presentation	

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III.1.a	<u>Level and emphasis of course content.</u> The primary emphasis in the course should be academic and not vocational, stressing the acquiring of a body of knowledge and the understanding of principles and theories rather than the development of skills and techniques for immediate practical application in a vocational sense. The skills and techniques should be taught as means to learning, analyzing, and criticizing theories and principles, not for vocational ends themselves.	The Committee here stresses the nature of UCR's educational mission. While the subject matter and teaching approaches found in courses lies primarily within the authority of the department or program proposing a new course or a change to an existing course, the Committee's charge includes ensuring that all courses contribute to the overall goals of university education as defined by the University of California.
III.1.b	<u>Scope and Organization of courses.</u> Although the Committee does not decide general educational policy, nor does it intend to infringe upon departmental judgment as to course content, it will use the following criteria for evaluating a course proposal: a. The course should have a clear and essential place in the overall offering of the department, division, or school; either filling a gap in the existing course structure, or strengthening that structure without duplication or excessive overlapping. b. Basic courses should not constitute proliferation, i.e., the splitting up of a body of knowledge or a field of study into parts too small to warrant separate treatment in themselves. Seminars offer such a specialized approach. c. Courses should be organized realistically with respect to quality of understanding versus quantity of material a student is expected to master in the time allotted. The catalog description should make clear the special nature of a particular course.	As in matters of course level and content, the Committee generally defers to the units proposing new or changed courses on the scope and organization of courses, but may in some cases consider the appropriateness of a proposed course or proposed change during the reviewing process. Since the Committee always consists of members from the several colleges (Divisional Senate Bylaws 8.10), some members will generally have suitable disciplinary expertise at an appropriate level to conduct this part of course review. When the Committee has questions about the scope of courses and their fit into various curricula, it may refer these questions back to the originating departments or programs for further explanation and clarification. Clear justifications for various course elements also help the Committee in ensuring the course proposals are appropriate in scope and are consonant with the way the academic unit in question organizes its courses overall.
III.1.c	<u>Curricular Impact.</u> New or changed courses in one department or program may have consequences for other departments or programs. Therefore, the Committee requires a Program Search for all proposals (see III.7 for details), and considers the results of such searches in its reviews. The Committee may also request further information about course proposals that appear to overlap with existing courses in other departments or programs, or that may be significant for other programs because of the interaction of prerequisites and student trajectories in certain colleges or majors. Committee members regularly consult the General Catalog in determining whether the curricular impact of a given change has been suitably considered, and if necessary addressed, in the course proposal in question. (see also Section IV, below).	The Committee relies on departments and programs for the core review of curricular impacts of course proposals, since the key expertise for conducting such review is found at those levels. Nevertheless, if the Committee becomes aware of issues relating to curricular impacts, it may refer these issues back to the originating departments or programs for further explanation and clarification. Course proposals that fail to list existing courses that overlap will be returned immediately. Clear justifications for the relevant course elements, and explanations of how potential curricular impacts have been considered and addressed, can help the committee carry out this element of its review of course proposals. Further discussion of specific situations having to do with the interaction between an individual course proposal and larger issues of curricular and programmatic interactions, with appropriate guidelines, can be found in Section IV of this document.
III.1.d	<u>Resource Impact on students and programs.</u> In general, the Committee does not consider the availability of teaching and classroom resources when it is reviewing course proposals.	

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III.1.d.i	<u>Student Fees</u>: When course proposals, or sample syllabi, indicate that a course will impose specific student fees or materials fees (including online homework fees, examination proctoring fees, and various others), the Committee will review these elements to ensure that they are proportionate and reasonable. Any additional fees that students pay upon enrolling in a course must be clearly identified to the Registrar before enrollment for the specific course section opens.	Students have a reasonable expectation that they should be informed in advance of any special fees that are required to take a particular course. While such fees are not a formal part of the CRS form or of a course's listing in Banner, any fees must be made known to the Registrar before course enrollment begins, so that students can be notified. The Committee therefore appreciates sample syllabi that clearly identify what fees are required for the course in question, which allow the Registrar to track these elements.
III.1.d.ii	<u>Online systems, departmental resources, etc.</u> For courses that require specific equipment, or access to specific online resources, such requirements should be identified in the course proposal and sample syllabus.	While the Committee and Senate do not have primary responsibility for monitoring specific resources or equipment needed to offer certain courses, it is helpful for the Committee's general oversight of courses of instruction to be informed about such elements.
III.2	Course titles and abbreviations	
III.2.a	<u>Course titles</u>. Course titles should be in English and provide a precise description of a course's content and emphasis.	Every course must have a unique title. The originating unit is responsible for the course title, but the Committee may review course titles that the Courses Office at the Registrar determines to raise any issues.
III.2.b	A course's <u>long title</u> may be up to 100 characters in length (including spaces and punctuation). Long titles will appear in the General Catalog and in the Schedule of Courses online at the time of registration.	
III.3.c	Courses also carry a <u>short title</u>, which appears on transcripts and in SSASECT. Short titles have a maximum length of 30 characters (including spaces and punctuation).	
III.3.	Course subtitles	
III.3.a	<u>Course subtitles</u>. Courses that are "repeatable as content changes" also carry subtitles, which identify each specific offering and its content, so that change can be documented and duplication avoided.	Subtitles are often associated with "Topics" courses that are "repeatable as content changes." These are more flexible than E-Z umbrella courses, since subtitles are not normally reviewed by the Committee or Registrar. Other course types may also use subtitles where appropriate because of changing content between offerings of the course.
III.3.b	Abbreviated subtitles appear on student transcripts, and long subtitles appear in the Schedule of Classes and certain campus websites, but are not listed in the General Catalog. Departments apply subtitles at the time a course is entered into the Schedule of Classes for a given quarter.	
III.3.c	A subtitle's long version may be up to 100 characters (including spaces and punctuation), and appears in Schedule of Classes at the time of registration.	
III.3.d	A subtitle must also have a short version up to 30 characters long (including spaces and punctuation). This appears on student transcripts.	
III.4	Course Descriptions	
III.4.a	<u>Course Description</u>: The description appears in the catalog and should convey the material, the nature, and the scope of the course in a manner that provides guidance to students as they select courses.	
III.4.b	Descriptions should be 50 words or less, with the word count standard determined by the Registrar's Office.	

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III.4.c	Descriptions should comply with campus style guidelines. The Courses office of the Registrar reviews all course descriptions for style, and provides suggestions for correction.	The maintenance of a consistent style helps students and programs quickly and accurately read course descriptions. If a faculty member or department wishes to keep non-standard catalog description style after the Courses office has made suggestions for changes, a specific justification for the need for the requested language must be provided in the “Comments” section of CRS or attached to the proposal.
III.5	Grading Basis Designations	
III.5.a	The campus offers a number of Grading Basis options: Letter Grade, Satisfactory/No Credit (S/NC), and IP.	
III.5.b	For each classification of courses, the following default Grading Basis applies, unless a justification is entered in CRS that follows the guidelines in Appendix 4: • Undergraduate Courses (001-199): The default grading type is: Letter Grade or petition for S/NC. • Undergraduate Honors courses (HNPG, or with the letter H): Honors courses must be graded Letter Grade only • Graduate and Professional Courses (200-499): The default grading type is: Letter Grade only	The default Grading Basis statements for each level of courses is laid out in Appendix 4 , with additional information and tips.
III.5.c	Grading statements are added automatically by CRS at the end of the course description in the <i>General Catalog</i> .	
III.5.d	Senate regulation 1.2.2 offers students broad latitude to take courses not counting toward their major requirements on a S/NC basis. Therefore, an undergraduate course may not be restricted as “Letter Grade Only” unless it is an Honors course, which must be Letter Grade only, or enrollment is restricted to majors only (see IV.2 for restrictions on enrollment and how to establish them).	Note that S/NC grading does not affect the amount of work that is expected of students, according to Senate Regulation 1.2.2. S/NC grading allows students to take courses without the outcome affecting their GPA. In consequence, any course proposal or sample syllabus that allows S/NC grading must not connect the S/NC option with any difference in student workload.
III.5.e	The IP grading basis stands for “In Progress”, and applies when a course that extends over more than one quarter receives a single final grade. Such courses have a single number, with the letters A, B (...C) applied to the segments. All segments but the final one should have IP as their grading basis.	IP grading is often used for seminar or research courses in which a single research project extends over two (or more) quarters. For undergraduates, the Committee strongly recommends that IP sequences consist of no more than two quarters. Example of Grading Basis statement for IP courses: <i>Graded In Progress (IP) until HIST 100A and HIST 100B are completed, at which time a final grade is assigned</i>
III.6	Course repeatability	Under some circumstances, students may repeat a course. This section lays out the principles the Committee uses in reviewing repeatability statements.
III.6.a	<u>Undergraduate Repeatability.</u>	
III.6.a.i	Certain categories of undergraduate courses are normally repeatable for credit, and will routinely be approved as repeatable at a department’s request.	In proposing or modifying a course in this category, departments should explain the hours of repeatability that it is requesting, if more than 4 units are possible, and the kind of work involved that justifies repeatability without duplication of course content.

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	The repeatability may be unlimited, or may be limited to a specific number of units. Relevant course types include: 1. Independent study 2. Internship (up to 16 units total) 3. Research courses 4. Performance courses (plays, writing workshops, etc.)	
III.6.a.ii	Other undergraduate courses may be approved as repeatable in one of two ways. 1. Repeatability may be requested up to a specified number of units as course content changes. For such courses, each iteration of the course receives a subtitle that represents the changing topic of study (see Topics courses with subtitles, II.3.c; Subtitles, III.3). Such courses are identified with “Repeatable up to ____ units as content changes” in the General Catalog. 2. Repeatability may be requested with a limit for a specific number of units, even though course content does not explicitly change and no subtitles will be used. Aside from the course types listed in III.6.i, requests for this form of repeatability will require detailed justification that explains why the work performed will not be duplicative.	For 1.: The Committee recommends using the word “Topics” in the course title of any proposal to create such a course; if the word “Topics” is not used, other language in the course title and/or description should indicate that a range of possible topics is covered and that the course is repeatable. If a department requests that a course be “repeatable as content changes”, it should explain in the justification for repeatability why and how course content is expected to change over time. For planning purposes, if subtitles are expected to repeat less often than once every four years, a Topics course with subtitles is appropriate. For 2.: Only in special circumstances will the Committee approve undergraduate courses in this category (beyond the types listed in III.6.a.i). The course titles should <u>not</u> normally contain the word “Topics.” Instead of making a single course repeatable, departments may also create EZ sequences of courses that cover different topics under a single umbrella. This is particularly suitable when the particular topics are expected to be offered on a regular basis. Taking different segments of an EZ sequence never constitutes repetition.
III.6.b	<u>Graduate Repeatability</u>	
III.6.b.i	Any graduate course may be made repeatable for credit, with appropriate justification, and certain types (291, 297, 299) are automatically repeatable. For example, in courses such as seminars and colloquia, the material covered varies each time the course is offered, or for each student taking the course. Departments must indicate whether a graduate course is repeatable when proposing or modifying a course, and provide the maximum units of credit that a student can earn from the course.	Such courses should not have the word “Topics” in their title.
III.6.b.ii	When curricular needs make it desirable, departments and programs may also request that graduate courses be repeatable only as content changes. In this case, they should create a course with “Topics” in the title, and use subtitles each time the course is offered. Such courses are identified with “Repeatable up to ____ units as content changes” in the General Catalog. (see Topics courses with subtitles, II.3.c; Subtitles, III.3)	Instead of making a single course repeatable, departments may also create EZ sequences of courses that cover different topics under a single umbrella. This is particularly suitable when the particular topics are expected to be offered on a regular basis. Taking different segments of an EZ sequence never constitutes repetition.
III.7	Units and activities	This section address how to describe course activities under appropriate activity categories in order to calculate the units (student credit hours) that a student completing the course will earn.

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III.7.a	Basic principle Three-Hour Credit Unit: SR760 establishes a core principle that guides all discussions of student activities in relation to student credit hours: “The value of a course in units shall be reckoned at the rate of <i>one unit for three hours’ work per week per term on the part of the student</i>, or the equivalent.” In these guidelines, we discuss several different types of activities: contact activities, semi-contact activities (such as studio activities), and non-contact activities, and how each contributes to the credit hours a course carries. SR 760 defines course credit in terms of total hours of work required of students and does not specify a relationship between unit value (total credit hours) and contact hours.	While the principle is simple, applying it to specific courses can become complex. In general, the Committee distinguishes between contact hours (which involve one hour of scheduled instructor-student contact; and two hours of expected preparation to earn one unit); semi-contact hours, such as Studios (which typically earn one unit for every two hours of activity, and may be either schedule or non-scheduled); and non-contact hours (which do not involve direct instructor-student contact, and require three hours of expected activity to earn one unit). To earn a certain number of units, a course must include sufficient contact and non-contact activities, weighted as described above. The Committee carefully reviews the sample syllabus attached to course proposals to ensure that the activities described in the ‘units’ section of the proposals CRS entry is supported by the details found in the syllabus. For each activity listed under units, the syllabus should discuss how that activity is organized and, if appropriate, how it is included in assessments.
III.7.a.i	In these guidelines, we discuss several different types of activities: contact activities, semi-contact activities (such as studio activities), and non-contact activities, and how each contributes to the credit-hours a course carries. In our policies, the three-hour credit unit as an accepted quantification of student academic learning can be broken down to compose of: (1) one contact hour of direct instruction by the instructor of record or one contact hour of instructor-led discussion and a minimum of two hours of out-of- class student work each week of the ten week quarter; or (2) an equivalent amount of work for other academic activities as established in this policy, including internships, practica, studios, and other academic work leading to the award of credit hours. Activities whose credit hours are structured in the first way, including but not limited to lecture, discussion, and seminar, are generally described below as “contact activities.”	While the principle of SR 760 is simple, applying it to specific courses can become complex. In general, the Committee distinguishes between contact activities (which involve one hour of scheduled instructor-student contact; and two hours of expected preparation to earn one unit); semi-contact activities, such as Laboratories (which typically earn one unit for every three hours of activity, and may be either schedule or non-scheduled); and non-contact activities (which do not involve direct instructor-student contact, and require three hours of expected activity to earn one unit). To earn a certain number of units, a course must include sufficient contact and non-contact activities, weighted as described above. The Committee carefully reviews the sample syllabus attached to course proposals to ensure that the activities described in the ‘units’ section of the proposal’s CRS entry is supported by the details found in the syllabus. The syllabus should discuss how each activity listed under units is organized, and how student achievement in each activity is measured in assessments.
III.7.a.ii	Contact Hours: The Committee defines contact hours as instructional time spent per week during which formally appointed instructors engage directly with students. Instructional contact hours do not include office hours or final examinations.	Instructional contact hours are equivalent to the number of hours per week that a room would be scheduled for lecture, discussion, seminar, lab, etc. in a fully in-person offering of a course. Per WSUSC/WASC, the standard of “substantive interaction” is met when instructors engage students in at least two of the following: (i) Providing direct instruction; (ii) Assessing or providing feedback on a student’s coursework; (iii) Providing information or responding to questions about the content of a course or competency;

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		(iv) <u>Facilitating a group discussion regarding the content of a course or competency; and</u> (v) <u>Other instructional activities approved by the institution's or program's accrediting agency.</u> <u>The Committee requires online course proposals to provide a detailed and compelling account of how contact hours will meet this standard, particularly in asynchronous offerings. See Section I.6.d and the Committee's Policy on Distance Education for more information on this topic.</u>
III.7.b	<u>Contact activities:</u> Contact activities bring students into direct contact with a formally appointed instructor (Professor or Lecturer), or with a GSE supervised by such an instructor. Contact hours earn one unit/credit hour for every hour of the activity listed in CRS. In-person contact hours must be scheduled in Banner, with an identified instructor or GSE, and a specified time. Online contact hours may take various forms (which are currently evolving rapidly), but should include interaction with instructors in appropriate ways.	The key criterion that the Committee looks for in in-person contact hours is that students and instructor (Professor, lecturer, or teaching assistant) are in direct contact (physical or online), and thus interacting directly. For online contact hours, the interaction may be programmed into the delivery system, or provided by an instructor personally. Contact hours have different names, according to traditional academic practices, which may vary somewhat across the disciplines. Contact hours are additionally coded as I (in-person) or O (online). If coded O, the Registrar will not schedule a classroom or meeting space. The Committee is aware that best practices for online activities are evolving rapidly, and will apply definitions and criteria flexibly. Note: In Banner, primary contact activities (such as Lecture) carry all of the course's units; semi-contact activities (e.g., Discussion, Laboratory) and non-contact activities (e.g., Term Paper) do not carry units in Banner, even though they contribute to units earned according to CRS. The discussion here involves units as proposed via CRS; the way units are managed in Banner is a separate matter not discussed here.
III.7.b.i	<u>Lecture:</u> Consists primarily of the instructor presenting course material to students, with questions and discussion as appropriate. One hour of lecture per week earns one unit of credit.	Note that each hour of lecture and of any other contact activity should be associated with approximately two hours of preparation time or follow-up time, such as readings and other work. The nature of these preparation/follow-up activities should be indicated in the sample syllabus. For example, weekly reading assignments of suitable length might constitute preparation; studying lecture notes for a quiz or mid-term examination might constitute a follow-up activity. Online Lecture Hours should consist of more than having students passively view taped or digitized lectures. Interactive elements should be an integral part of online lectures according to current best practices (e.g. segment breaks with questions, quizzes, feedback opportunities, etc.) in order to earn Lecture activity credit.
III.7.b.2	<u>Seminar:</u> Consists primarily of discussion among the instructor and the students, oriented towards the conduct and presentation of research by the students. One hour of seminar per week earns one unit of credit.	Each hour of seminar should be associated with approximately two hours of preparation time or follow-up time.
III.7.b.3	<u>Discussion:</u> Consists primarily of interactive discussion of material presented in lectures or by other means in a separately scheduled class meeting. A Discussion is scheduled in a classroom, and must be conducted by a	Discussions, if coded in-person, are scheduled in Banner, and students must enroll in a discussion section as part of course enrollment. Course syllabi for courses including Discussion units should briefly indicate the format, content, and assessments associated with

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	GSE/Teaching Assistant under the supervision of the course instructor, or by the instructor in person. One hour of discussion per week earns one unit of credit.	the Discussion. Each hour of Discussion should correspond to two hours of preparation or follow-up time. Online Discussion should include opportunities for interactions among students and their instructor.
III.7.b.4	<u>Workshop</u> : Typically consists of collaborative or participatory active learning by a class under the supervision of an instructor or GSE.	Workshop hours, if coded in-person, must be scheduled in Banner, and students must enroll and meet to earn this form of credit.
III.7.b.5	<u>Colloquium</u> : Typically used for contact hours organized around specific readings or specific presenters, after which the material is discussed collectively under the supervision of an instructor or GSE.	Colloquium hours, if coded in person, must be scheduled in Banner, and students must enroll and meet to earn this form of credit.
III.7.b.6	<u>Consultation</u> : The activity of Consultation is reserved for weekly scheduled one-on-one meetings between enrolled students and the instructor or a GSE. Rarely used, and only for very small courses.	Consultation hours, if coded in-person must be scheduled in Banner, and students must enroll and meet one-on-one (in person or online) with an instructor every week to earn this form of credit.
III.7.c	<u>Semi-contact activities</u> : Certain activities are organized and structured parts of a course, but take place separately from class lectures or seminars. For example, many classes in the performing arts include scheduled Studio time, during which students work in ways related to the course theme. In the sciences, various forms of fieldwork or laboratory time allow students to engage in active hands-on learning using suitable materials, individually or collectively. Studio and Lab time are generally supervised by instructional personnel, but not with the goal of presenting new course material.	Semi-contact activities also carry additional codes: - they may be group/scheduled or individual/non-scheduled - they may be in-person or online These codes help determine whether Banner will schedule a room and time for the activity, or not and the online status helps determine whether a course version as a whole is defined as in-person, hybrid, or online.
III.7.c.i	<u>Studio</u> : Hours in this category include performance or individual practice in the performing arts. Depending on the details of the course, Studio hours can earn one unit for either two hours or three hours of studio time. The sample syllabus for a course that includes Studio activities should explain and justify the allocation of credit. Studio activities that are scheduled, assessed, or involve contact with instructors are more likely to earn one unit for every two hours; unscheduled and individual Studio hours will generally earn one unit for every three hours required per week required of students.	Studio hours can be marked as “group” in CRS, in which case Banner will require a room and fixed schedule for carrying out such areas. If marked “individual”, Studio hours will not be scheduled in Banner. For such hours, the sample syllabus should explain in detail how students’ performance of Studio hours is recorded, monitored, and assessed. Online Studio hours may also earn more or less credit depending on whether they are interactive, synchronous, or otherwise equivalent to scheduled in-person Studio hours.
III.7.c.ii	<u>Laboratory</u> : Hours in this category involve some form of hand-on student activity in which students apply and practice techniques and practices introduced in a course’s contact hours. Laboratory activities generally earn one hour of credit for every three hours of activity.	Laboratory hours are typical in the natural sciences, but can occur in any discipline. The key is that laboratory work is hands-on and carried out by each student. Most Laboratory hours are scheduled, but in some cases, unscheduled Laboratory hours, e.g. in computer science or for online delivery systems, are permissible. Students should spend significant time in preparation for Laboratory hours or in reporting their results and findings. The sample syllabus should explain how laboratory hours are assessed and weighed in course grading. Students must enroll for course Laboratory hours separately in Banner.
III.7.c.iii	<u>Screening</u> . Courses centering on films should include contact activities comprising at least half of the course content. No more than half the units a course earns may come from Screening activity. Screening may be designated either “scheduled” or “individual” in CRS. Whether scheduled or individual, three hours of Screening earn one credit-hour or unit.	The sample syllabus for any course involving screening should describe both screenings and the other academic activities that earn students credit in the course. Departments and programs have the option of defining screenings as “scheduled.” In this case, the screening will appear as a secondary course activity in Banner, and a room will be scheduled at specific times. If Screening is defined as “individual”, no schedule or room will be required.

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		In this case, students will be responsible to conduct screening on their own time. The sample syllabus should make it clear how screenings are arranged, and how they are assessed. Whether scheduled or not, three hours of Screening earn one credit-hour or unit.
III.7.c.iv	<u>Research</u>. Hours in this category involve organized and systematic investigation into material related to a course (but not included in course assignments), using research tools appropriate to the discipline involved. Research may be designated in CRS either as “scheduled/group” (in which case it is a partial contact activity), or “individual/non-scheduled” (in which case it is a non-contact activity. Whether scheduled or individual, three hours of Research earn one credit-hour or unit.	Research takes many forms, depending on the field. When used as a course activity, the research involved should be required and structured according to disciplinary expectations. When Research is designated “scheduled”, the syllabus should clearly identify the times that such research will take place, and any associated requirements on students (travel to research locations, non-classroom activities, etc.). Online Research is generally a non-contact activity, and will not affect the in-person/hybrid/online status of a course. Banner will not normally reserve a classroom for scheduled Research hours. When Research is individual, the syllabus should also show how it is structured, and what expectations about time, venue, and other factors will apply. For all Research, the syllabus should clearly identify how the research will be assessed and how it will contribute to a student’s course grade.
III.7.d	<u>Non-Contact activities</u>. Activities in which students work independently, without contact with or supervision by an instructor or GSE, are non-contact activities, and earn one hour of credit for every three hours of expected activity. Non-contact hours are not scheduled, and do not require student registration in Banner. CRS recognizes a number of non-contact activities which are relevant to various disciplines.	
III.7.d.i	<u>Practicum, Field Work, Clinic, Tutorial</u>: Courses that require students to participate independently in focused activities related to the course material can list the appropriate activity in CRS. These activities may take place either individually or in groups, but are not directly supervised by the course’s instructor or by a GSE appointed to the course.	The sample syllabus should clearly describe the organization and requirements for these activities. Three hours of the activity earn one credit-hour or unit.
III.7.d.ii	<u>Thesis, Individual Study, Extra Reading, Term Paper</u>: Independent and individual activity to fulfill a course requirement that goes beyond the work expected in association with lecture, seminar or discussion hours can earn one unit for every three weekly hours of work expected of students. For fully independent activities, the sample syllabus must clearly explain the scope of the assignment that these activities pertain to (going beyond material required for weekly lectures, seminars and discussions), must indicate how this work will be assessed (especially for activities like Extra Reading or	It is especially important for the activities listed in this section that the sample syllabus clearly explain the scope, expectations, and grading of the activity involved. All student work for the categories listed here must be <u>in addition to</u> the scheduled hour and unscheduled 2 hours of preparation that are required for contact hours in a course. Activities in this category earn one credit-hour or unit for every three hours of the activity.

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	Individual Study), and must show a proportionate weight for this activity in the course grading section.	
III.7.d.iii	Activity: For the unusual case that an activity important to a course's design cannot be described using one of the categories above, the term "Activity" may be employed.	It is especially important for the category of Activity that the sample syllabus clearly explain the specific activity involved, its scope, and the expectations and grading of the activity. All student work under Activity is <u>in addition to</u> the scheduled hour of contact activity and unscheduled 2 hours of preparation/follow-up that are required for each contact hour in a course proposal.
III.7.d.iv	Internship: Internship hours take place in connection with work for a non-academic organization, on or off campus; internship activities are thus supervised in part by a non-academic supervisor, depending on the internship site. Internships also require an academic component, and under no circumstances will credit be given for the internship experience alone. Internship credit-hours are earned only in special internship courses, which have the following numbers: 98I, 98G, 198I, 198G, 298I, 298G, 398I, 398G. Students may earn up to a maximum of 16 hours of internship credit. The essential criterion for one unit of internship credit is one hour of academic work plus two <u>or more</u> hours of internship activity per week. See III.8 for Senate policy on internships and further details.	Internship activities are governed by Riverside Division regulation R1.9. In many cases, the non-academic portion of an internship course may consist of more hours than required. Two hours of internship activity for every one hour of academic activity is the lowest possible ratio, but up to 8 hours of internship for every one hour of credit and academic work is possible (e.g., many UCDC internships carrying 4 units expect 4 hours of academic work per week plus up to 32 hours of activity at the internship site per week). The academic activities associated with an internship do not constitute contact hours: rather, they represent an academic product (paper, project, presentation, etc.) that the student produces and that is assessed and graded by the internship's academic supervisor, who must be a regularly appointed UCR instructor. Under current regulations, there is no provision for online Internship activities or units.
III.7.e	As faculty and Committee experience with online teaching tools increases, the activity types and coding of online teaching will be reviewed and updated.	

III.8	<u>Guidelines for internship courses and credit</u>	The Senate has created special regulations (R 1.9) governing credit for internship courses
III.8.a	<u>Internship courses.</u> To earn academic credit for an internship, students must enroll in a suitable internship course.	
III.8.b	<u>Definition:</u> An academic internship is defined as an educational experience in which the student works under the direct supervision of someone other than a faculty member, normally in an agency/firm/institution outside the campus, with a faculty supervisor ultimately responsible for assigning and evaluating academic work done for course credit in relationship to the experience. <i>Under no circumstances will credit be given for the internship experience alone.</i>	
III.8.c	<u>Academic supervision.</u> Each department wishing to sponsor internships will appoint a designated ladder faculty member or lecturer who is responsible for seeing that a common standard is applied to all internships and that these guidelines are adhered to in all instances.	

III.8.d	<u>Internship course numbers.</u> The course number X98 is required for internships. 98G and 98I apply to lower division internships. 198I applies to upper-division individual internships and 198G to upper-division group internships. The course number 298 is required for those internships considered by the department to be “graduate”: 298I applies to individual internships and 298G to group internships. These graduate internships will normally carry credit toward a graduate degree. The course number 398 will be required for those internships considered by the department to be “professional”: 398I applies to individual internships and 398G to group internships. These professional internships will carry academic credit but will not count toward a degree.	Most undergraduate internships are at the upper-division or graduate level. Proposals for lower-division internship courses should carefully consider best practices to ensure that the course provides appropriate supervision and academic contact.
III.8.e	<u>Written statement of purpose and academic content.</u> For every individual and group internship, the student(s) and designated faculty member will submit on an appropriate form a clear-written statement of purpose, field experience content, and academic content of the proposed internship. The proposal must be approved by the chair of the department or program in which the internship is offered.	
III.8.f	<u>Earning academic units (credit-hours) for internship courses.</u> The essential criterion for one unit of credit is one hour of academic work plus two or more hours of internship per week. Internship courses should normally be listed as 1-12 units, repeatable to a maximum of 16. The normal expectation is that each local internship will not count for more than 4-5 units in a single quarter; larger numbers of units are normally reserved for quarter-away situations (e.g., UCDC, UCCS, etc.)	
IV.	Courses and curricular interactions reviewed by the Committee	New or changed courses often have implications for other courses, programs, or colleges, or depend on other courses and units. This section discusses various ways that course proposals and changes may affect others, and how the Committee reviews these issues.
IV.1	Course Prerequisites and defaults.	A new course, or a course change, may specify both general prerequisites (standing, major, program, etc.) and specific courses that a student must take before enrolling. In addition, the Committee has established default pre-requisites for standing for various types of courses. Banner can enforce certain pre-requisites (such as standing and specific courses) automatically. However, departments and programs may also request pre-requisites that cannot be processed automatically; such pre-requisites are entered in the “Course Prerequisites – Other” field in in CRS, and will require manual review by a department student advisor or enrollment manager at the time of registration. The Committee will approve such prerequisites when they are clearly explained and justified, and conform with Senate Regulations.
IV.1.a	Prerequisites for courses are established by the department, committee, or program, and require the approval of the Committee on Courses. The underlying framework for standing requirements is found in SR 740, as interpreted by the Committee. Several different types of prerequisites exist.	Default pre-requisites according to student standing, and additional information on structuring pre-requisites, is found below in Appendix 5 .

IV.1.a.i	<u>Course prerequisites</u> : departments/programs may identify a specific course as the prerequisite or corequisite in a course proposal in CRS. If compelling reasons exist, a specific grade (usually C- or better) may also be identified (see IV.1.f) . Departments may specify “or equivalent” when establishing a specific course prerequisite.	Specific course requirements are automatically enforced by Banner at the time of student registration; students needing to override the prerequisite will need personal assistance from department or college staff. “or equivalent” prerequisites may also require manual processing at the time of registration. Because of the way grades affect students’ ability to retake a course for credit, the Committee will normally approve only requests for “C- or better” in a prerequisite course (since students receiving a C- cannot retake the prerequisite course for credit).
IV.1.a.ii	<u>Major or class-standing prerequisites</u> : See IV.2 below for details on restriction by major or program.	Because they may exclude interested students, such pre-requisites require more justification than course prerequisites, and are not recommended at the lower division level without very specific justification.
IV.1.a.iii	<u>Other prerequisites</u> : Many other prerequisites are possible depending on specific circumstances. Departments/programs should propose only prerequisites that are necessary, manageable, and clear to students.	Consult with the Registrar’s office and the Senate analyst if more complex prerequisites are under consideration.
IV.1.b	The Committee discourages the establishment of prerequisites for courses numbered 1-99 (with the exception of fields with clear course sequences within the lower division, such as mathematics and foreign languages). Lower-division courses are assumed to be suitable for all matriculated students, and not to require specialized preparation beyond that required for admission to the University.	Generally, prerequisites for lower-division courses should be kept to a minimum, since lower-division courses offer students the chance to explore new fields and pursue interests without prior preparation. When a clear skills sequence does make such prerequisites appropriate, the Committee recommends using either ABC sequences (ENGL 1A, 1B, 1C) or course number sequences (SPN 001, 002, 003, 004, 005, 006) to make the sequence clear to students.
IV.1.c	The default prerequisite for courses numbered 100-199 is: “ <u>upper-division standing or consent of instructor</u> ,” or successful completion of one or more introductory course(s) in the discipline.	CRS lists this standing as “restricted to junior or senior standing”; this or an alternate choice <u>must</u> be selected for all courses in this numbering range. If a department or program wishes to propose a different pre-requisite, the reasons for the prerequisite and how it will be managed should be discussed in the justification in CRS
IV.1.d	The <u>default prerequisite for courses numbered 200 and above</u> is “graduate standing or consent of instructor.” Graduate standing assumes that the student possesses a bachelor's degree, but other evidence of academic maturity may also justify enrollment. Academic maturity is presently attested for undergraduates by a GPA in excess of 3.0, consent of the instructor, and evidence of successful completion of upper-division work in the same discipline.	Banner will restrict registration in graduate courses in the 200 series and above to those holding a BA and matriculated in UCR masters or doctoral program. For those students qualified by their academic maturity, consent of the instructor or of the graduate program will normally be required for enrollment.
IV.1.d	Prerequisites for standing that are <u>less restrictive</u> than those found in IV.1.c-d will be permitted only for extraordinary reasons and will require strong justification.	
IV.1.e	Normally, course prerequisites should be <u>limited to the courses necessary</u> for students to comprehend the material presented in the proposed course. More extensive prerequisites must be justified.	The Committee urges programs to avoid long lists of required prerequisite courses, and to limit course prerequisites to those courses essential for a student to succeed in the proposed course.
IV.1.f	A specific prior <u>grade point average may not usually be listed as a prerequisite</u> for a course, with the exception of Honors courses. A minimum grade, typically C-, in one or a very few specific prerequisite courses may be listed among the prerequisites for a course, with justification.	Special and extensive justification will be required for any GPA requirements proposed as course prerequisites.

IV.1.g	<u>Redundancy</u> in lists of prerequisite courses should be avoided. For example, lower- division courses that are already subsumed under upper-division requirements should not be included in the list.	The Committee has noticed a tendency for some course prerequisite statements to become complex and difficult for students, faculty and staff to read. Redundant prerequisites tend to exacerbate this problem. The Committee may return courses with numerous redundant prerequisites to the program for simplification.
IV.1.h	For purposes of fulfilling prerequisites for other courses and for issues of overlap with other courses, <u>Honors courses and corresponding non-Honors courses are equivalent</u> on fulfillment of prerequisites and course overlap.	

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IV.2	<u>Enrollment Restrictions.</u> Course proposals may request a limit on student enrollment by (a) standing, status, class or major; (b) by major or program; or by (c) other criteria. A restriction allows all seats within a course to be held for students who meet a specific criterion; students who do not meet a course restriction will be prevented from enrolling.	Academic units may request that enrollment in a course be restricted to some identifiable group of students, such as majors; participants in a specific program (such as UCDC, Faculty-led summer study abroad, or UCCS); or by some other criterion. Such restrictions always require compelling justification supported by appropriate evidence. Enrollment priorities for categories of students – e.g., Honors Program participants – require review by the Committee on Educational Policy
IV.2.a	Should a department wish to restrict enrollment in a course because the course’s pedagogy requires students to be in a certain major or class level, this restriction must be added to the course prerequisite statement. Course restrictions may be based on a student’s class, college, career level, or major. Any restriction request, whether for a new course or for a course that was not previously restricted, requires strong justification, including the following:	Some restriction examples include but are not limited to: courses restricted to freshmen or sophomore students only; courses that are restricted to a specific major, such as, Ethnic Studies or Computer Science majors only. Restrictions on a large number of related courses, in effect creating a privileged category of students in a major, program or track, may constitute <i>de facto</i> ‘enrollment priority’, and the Committee may consult with the Committee on Educational Policy for review.
IV.2.a.i	A report which describes whether any other major or minor programs at UCR, outside the requesting department, requires this course, either as a specific requirement or on a list of options, in order to satisfy a requirement in the student's major or minor program. In order to generate this report, the preparer should request a program search (see below, XXX.nn). If the search indicates that extra departmental major and/or minor programs will be affected by the restriction, consultation must take place with the affected departments/programs as to how to minimize adverse effects of the change on all students concerned.	All majors and minors that list the course involved should be included within any program restriction, so that students enrolled in such majors/minors can advance to their degrees. Restrictions should allow enrollment by any students needing the class for graduation.
IV.2.a.ii	Taking into consideration the findings in item (i), the department should consider carefully what is the most appropriate form of enrollment restriction which will achieve access for its students while not unduly limiting access to other students with appropriate prior knowledge and demonstrated need to take the course	
IV.2.b	<u>Restriction by special program.</u> Certain programs, such as Honors or UCDC, restrict course enrollments in the corresponding rubric (HNPG,	In some cases, the location or timing of the course may require enrollment restriction, as well: students in residence in Riverside cannot take courses offered only in Washington DC.

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	UCDC) to students participating in the program. In other cases, the specific conditions under which a course will be offered require a restriction so that other students do not mistakenly enroll in the course.	Equally, informing students that a course is part of a special summer program, such as faculty-led study abroad, helps students by keeping them from enrolling in a course they cannot possibly take. In all cases, the Committee requires clear and thoughtful justification of a requested enrollment restriction.
IV.2.c	<u>Other enrollment restrictions.</u> Enrollment restrictions on any other basis, to be part of a course pre-requisite, will require clear explanation and justification before they can be considered. GPA restrictions in particular will only be approved in unusual and compelling circumstances.	
IV.4	Priority enrollment requests by course	Priority enrollment established for a course allows students in a certain category to enroll before a course is opened for general student self-registration. All Priority Enrollment requests require a special report, and are offered for 3 years maximum before review. Note that general enrollment priority, as for Honors Program students, requires review by the Committee on Educational Policy.
IV.4.a	Departments that wish to enforce priority enrollment, that is, holding seats for a select student population for enrollment management purposes, must include a priority enrollment statement to the course proposal. Priority enrollment is approved for a three-year limited duration and will require a new course proposal submission, subject to review and approval, to continue beyond the three-year period.	
IV.4.b	The justification for priority enrollment should not simply state that it is for enrollment management purposes or to create priority for students within the major. Any priority enrollment request requires strong justification, including the following:	This justification must be included along with the Program Search results in the Priority Enrollment tab in CRS. In addition, Priority Enrollment (rather than Change) must be selected as the course proposal type in CRS, so that all approvers will be aware of the request.
IV.4.b.i	A Program Search (see below, III.7.) If the search indicates that any extra-departmental major and/or minor programs will be affected by the priority enrollment request, these additional majors and /or minors must be consulted, and if they so request, included in the priority enrollment request. If a course is cross-listed, it is expected that all departments within the cross-listing will have access to the course through priority enrollment. Requests to deviate from this must be strongly justified, including a discussion of how students who have the course in their degree requirements will be impacted.	
IV.4.b.ii	Taking into consideration the findings in item (i) the department should consider carefully what is the most appropriate form of priority enrollment that will provide access for its students while not unduly limiting access to other students with demonstrated need to take the course. The request needs to include data (i.e., an enrollment history of the course, including majors/class level of students; projections for future need of the course for students requiring course to graduate, or other	Data to support this process can be requested at https://registrar.ucr.edu/crs/request-reports#no-back and will be supplied by the Registrar's Office.

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	department factors) that substantiates the need to implement priority enrollment, and should explain how the department feels priority enrollment will positively impact the circumstance it is intended to mitigate.	
IV.4.b.iii	When implementing approved priority enrollment in Banner, quota controls or reserved seating should be implemented in consultation with the Registrar's office. General population students (students who do not meet priority enrollment criteria) should be given access to a portion of seats when at all possible.	
IV.4.b.iv	Approval for continuation after the three-year period will be based on a comprehensive review of data and narrative submitted by the department, in the form of a CRS course proposal. During this review, the department should 1) demonstrate the positive impact the priority enrollment had on the major students, therefore, meeting the goals of instituting priority enrollment, 2) document the continued need for the priority enrollment with evidence that the issue still persists and 3) show how the department has served the general population during the three year period of the priority enrollment.	
IV.5	Cross-listing courses among departments/programs. Cross-listing allows a course to appear in the catalog copy of more than one department, so that majors can enroll in the course within their major.	The use of and need for cross-listing of courses varies widely from program to program.
IV.5.a	<u>Cross-listing policy.</u> Cross-listing courses is an established practice that provides well-recognized benefits to certain students and programs. When suitable, the Committee will approve cross-listing requests.	
IV.5.a.i	Cross-listed courses are jointly owned and require the agreement of ALL the departments/programs, for which they have been approved, on all aspects of the course including changes subsequent to initial approval, <u>except in the decision of a department/program to withdraw from a cross-listing.</u>	All departments involved in a cross-listed course share responsibility for offering it regularly, and for participating in any changes needed. However, one department often takes a lead role, often on the basis of a faculty member who regularly teaches the course involved. Teaching credit goes to the department to whom the instructor belongs, each time a cross-listed course is offered.
IV.5.a.ii	A proposal for cross-listing with an existing course must be accompanied by concurrent course proposals from ALL of the departments and/or programs with which the course is to be cross-listed. A sample syllabus is not required for new courses being cross-listed with an existing course.	
IV.5.a.iii	The proposal for a new cross-listed course, when submitted for cross-listing, must be accompanied by proposal forms from ALL departments and/or programs involved. The information on the course proposal form (e.g., title, description, units, etc.) must be the same on the forms submitted by ALL participating departments or programs with the exception of the department name and course number.	If possible, cross-listed courses should have the same number, but this is not required.

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IV.5.a.iv	Any and all changes in the description, title, units, etc., of an existing cross-listed course require concurrent agreement and submission of course proposal forms by ALL departments and/or programs involved.	In order to ensure correct listing of a cross-listed course, Banner needs departments/programs to submit concurrent CRS proposals from all departments/programs that list the course, so that each listing after the change remains correct and identical with the others.
IV.5.b	To avoid extreme <u>multiple cross-listings</u> , as has occurred in the past, the following additional guidelines apply.	Cases of courses listed in four, five or more programs have occurred. Such cross-listing, sometimes in different rubrics within a single department, provides less benefit, risks confusing students, and generates much more administrative overhead than simple cross-listings. The Committee will therefore scrutinize multiple cross-listings carefully, and will need more detailed justification than for simple cross-listings.
IV.5.b.i	Courses created jointly by faculty from more than one department/program will normally be approved for cross- listing.	[updated from guidelines issued 3/17/80]
IV.5.b.ii	Courses in which instruction is shared by faculty from more than one department/program will be considered for cross-listing. Sharing is interpreted as co-equal responsibility for content, presentation, and the evaluation of student performance. For the purpose of these guidelines, "Guest" lecturers invited from other departments/programs will not be interpreted as adequate justification of cross-listing proposals.	
IV.5.b.iii	If two or more departments/programs deem the content of a course appropriate for inclusion in their respective curricula, the course will be considered for cross listing. If more than three departments propose cross-listing of a single course, the Committee requests strong justification.	
IV.5.c	If a department wishes to <u>withdraw from a cross-listing</u>, the Committee will normally approve such requests. If any other department/program associated with the cross-listing does not support the deletion of the cross-listing, the chair of the Committee, <u>although inclined to support the deletion request</u>, will discuss the circumstances with all department chairs/program directors involved. <u>After a time period, not to exceed 90 days, to allow for receiving departmental responses and resolving any issues, the Committee will process the deletion request, if it is still in place.</u>	<u>The withdrawing department is strongly encouraged to notify the other departments/programs associated with the cross-listing about its intention to withdraw from the cross-listing. After receiving a request from a department to withdraw from a cross-listing, other departments/programs associated with the cross listing will be notified by CRS to ascertain if they would like to keep the course in question without cross-listing it with the withdrawing department.</u> <u>A cross-listing deletion, like all cross-listing changes, requires a CRS entry for each department/program that lists the course (before the withdrawal). When the deletion is processed, the cross listed course number of any withdrawing department is deleted from CRS and the catalog. Concurrently, references to the cross-listed course number of any withdrawing department are removed in the cross listing information in CRS, and in the catalogs of other departments/programs maintaining the cross-listed course.</u> <u>Example: If department XX withdraws from cross listing its course, XX 100 with YY 100 and ZZ 100 of departments YY and ZZ respectively, while the latter departments choose to maintain the cross-listed course, the following changes will occur:</u> <u>(i) XX 100 is deleted from CRS and from the catalog of department XX;</u> <u>(ii) References to cross listing with XX 100 will be automatically removed from the descriptions of YY 100 and ZZ 100 in CRS and in the catalogs of YY and ZZ.</u> <u>(iii) If XX 100 was cross-listed with only one course, YY 100, YY 100 will become a stand-alone course without cross-listing</u>

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IV.6	Duplication or overlapping courses	
IV.6.a	Students cannot earn credit for courses that duplicate or substantially overlap with courses for which they have already received credit. It is the responsibility of the program proposing a course to ascertain whether the content overlaps with an existing course, either within the program or in another department or program. Duplication may involve the material covered in a course, the methods and techniques, or other elements. Equally, covering the same material from different disciplinary approaches may not be duplication.	Banner handles three different kinds of course overlap in different ways, and course proposals should provide a careful explanation of any of these that apply: a. <u>Bi-directional overlap/duplication</u>: where two or more courses are identified as overlapping, Banner will not allow a student to enroll in one course if she has already enrolled in the other(s). b. <u>One-directional overlap</u>. This occurs with courses that are sequential: students may not enroll in the earlier course in the sequence if they have received credit for the later course. (E.g.: CS 008 can be taken before CS 010, but not after). Departments should state clearly at the course proposal stage if concurrent enrollment in both classes comprising the one-directional overlap are allowed, and if credit is awarded for both classes if the student enrolls in both simultaneously. c. In some cases, faculty and departments may identify classes that do overlap to some extent, but may explain that the overlap is not sufficient to prevent students from earning credit for both courses involved.
IV.6.b	When two permanent courses do overlap substantially, this must be indicated in the Credit Statement section of the CRS proposal. The usual format is to state “Credit is awarded for only one of [Course names].”	The Committee requires that programs proposing a course that may overlap with an existing course reach out to the Chair/Director of the other program involved to discuss possible overlap, or possible differences. Include any relevant correspondence in the justification of the Credit Statement or as an attachment. The Committee may also hold or return a course proposal that appears to involve overlap for further clarification.
IV.6.c	Duplication is also possible between subtitles; it is the responsibility of departments to ensure that subtitles in a given course do not duplicate previously offered subtitles. In some cases, renumbering a course or changing a subtitle within a topics course to a free-standing numbered course may create a temporary risk of duplication of credit. In such cases, the Committee will confer with the Registrar to find the least onerous way to protect students against duplication, which may cause credit to be denied post-facto and lead to graduation delays and excess staff and student time resolving the issue.	
IV.7	Course Searches and Program Searches	
IV.7.a	Completion of a <u>course search</u> and/or a <u>program search</u> is essential for many course proposals, as it can help identify potential problems involving prerequisites, enrollment restrictions or priority, cross-listing, course overlap/duplication, and other content-related interactions. <u>Course searches</u> identify other courses that may be affected by a new or changed course; <u>program searches</u> identify majors, minors, and other programs and requirements in the General Catalog that may be affected. Course and Program searches are required when there is overlap with an existing course.	The purpose of these searches is to identify additional courses as well as major and minor programs that will be affected by the proposed change. For example, the prerequisites or credit statements for a variety of courses may need to be changed in order to include or exclude the target course as a prerequisite to other courses, or to prevent students from receiving duplicate credit for overlapping course content.

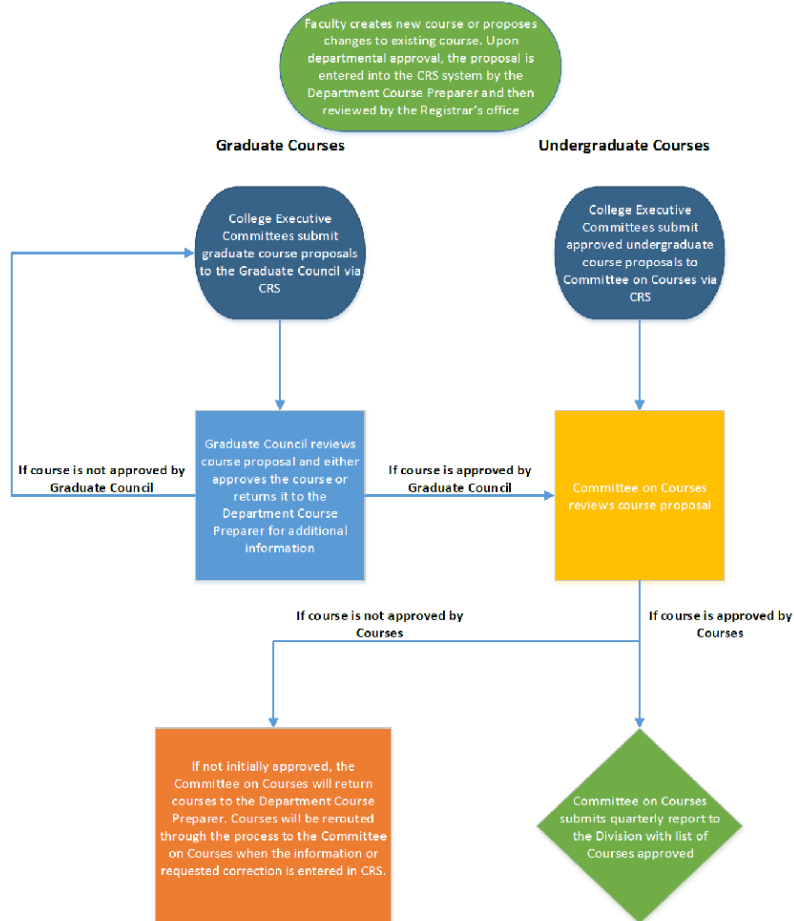
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IV.7.b	<u>Program Searches:</u> When the possibility exists that a course change or deletion may affect majors and minors as listed in the catalog, a Program Search is required. Program searches are needed for: course deletions, course renumbering, title changes, unit changes, cross-listing changes, prerequisite changes, and priority enrollment requests. Program searches are requested from the Academic Senate office, and normally take five working days to prepare. In addition CRS performs a course search, “Related Courses,” that will identify any other course that lists the course under review in the pre-requisites, credit statement, or in some other way, and vice-versa.	
IV.7.c	<u>Reviewing the Reports</u> The Program Search report lists programs, majors, and minors in which the proposed course appears. If requesting an enrollment restriction to majors and/or minors, use the program search to determine which major/minor programs across campus may be affected, and consult with the affected departments, reporting on this in the justification. CRS lists all courses that would be affected by the changes in the target course, either in their prerequisites or description.	Review all listed programs to determine if they will be affected by your course proposal. Course numbers, titles, prerequisites, credit statements, etc. may be affected. Use the information from this report to help you answer questions in CRS. Note that all enrollment restrictions that restrict a course to majors or minors must be approved specifically by the Committee on Courses. See above, IV.2 and IV.3. An enrollment restriction that would systematically affect other majors is not permitted. List all courses that are determined to be affected in the CRS form, and explain how any effects will be managed. If any such courses must be changed in conjunction with the original course change, CRS course change proposals must be submitted in the same review cycle, and will be reviewed and approved concurrently to take effect in the same academic quarter.
IV.7.d	Honor and Non-Honors courses are considered equivalent for the fulfillment of prerequisites and course overlap. Therefore, any consequences of changing one version will also apply to the other version.	Note: a program may need to change the H as well as the regular version of a course when a course search or program search reveals necessary changes or restrictions. When both Honors and non-Honors version of a course being changed exist, a report will be necessary, and any changes that affect both versions must be undertaken concurrently.
<u>IV.8</u>	<u>Mezzanine Courses</u>	
<u>IV.8.a</u>	<u>Mezzanine courses are pairs of courses, one offering credit at the graduate level and the other at the undergraduate upper-division level, both of which are offered at the same time and place, with the same instructor. Mezzanine courses may also be cross listed with other courses.</u>	<u>Policies on minimum enrollments in courses may impede a department’s ability to continue to offer courses in certain highly specialized but still significant areas. "Pooling" of undergraduate and graduate students interested in a subject may be an acceptable way of raising enrollment above the minimum level. Such courses may not be double-counted toward a faculty member’s teaching load. Establishing a mezzanine course ensures that students receive credit at the appropriate level.</u>
<u>IV.8.b</u>	<u>Mezzanine courses must conform with Systemwide Senate Regulation 762: “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 performance criteria, requirements, and goals.”</u>	<u>It is expected that the level of performance required of a graduate student enrolled in a mezzanine course will exceed that of an undergraduate. Suitably separate activities and standards for performance and evaluation must be applied for graduates and undergraduates. The character of this difference must be clearly stated in the course justification and the course syllabus. The difference in the work for a graduate student must be more substantive than merely completing additional work.</u>

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IV.8.c	<u>Mezzanine courses must have a credit overlap/duplication of credit statement.</u>	<u>The concurrent statement allows mezzanine courses to be identified. Mezzanine courses by their nature may cause duplication of credit.</u>
VI.	Guidance for Associate Instructor and Teaching Fellow Appointments	
	Normally an Associate-in will conduct the entire instruction of a lower division course or for a subgroup of students in a lower division course. An Associate-in may not give an upper division or graduate course or course section except with the approval of the campus Committee on Courses of Instruction. (SR 750) Academic Personnel Manual 410-20b. states “Subject to the general supervision of a faculty member . . . , a Teaching Fellow should be competent to provide the entire instruction of a lower division course to a group of students, and normally should be given such assignments. Assignment to conduct instruction in an upper division or graduate course or section may not be made except with the approval of the Committee on Courses of Instruction (Regulation of the Academic Senate, 750).”	A request for approval of an Associate-in or teaching fellow to teach an upper division course or graduate course (Teaching Fellow only) should be sent to the Committee on Courses through the college/school dean (who endorses the request) in accordance with published deadlines. The Committee on Courses is under no obligation to consider requests for approval beyond published deadlines. The request should contain: • A justification for the necessity of hiring an Associate-In to teach the particular course in question. • The candidate's complete curriculum vitae (CV); the standard University Biography Form for Academic Personnel (U1501) may be submitted, but departments are urged to work with the candidate to develop a professional CV for submission. • A summary statement of the individual's qualifications regarding both knowledge of the field and preparation for classroom presentations. • Copies of teaching evaluations for all lower or upper division course(s) the candidate has recently taught. • The candidate's graduate transcript, including the current GPA. • Name(s) of faculty who will monitor course presentation quality. For first time appointments, departments are urged to ensure that monitoring is close and direct. • <u>For first time appointments as instructor of record (esp. for upper-division courses) or heavy teaching loads (e.g. back-to-back Summer Sessions appointments as an Associate Instructor), or if the proposed instructor does not have familiarity with the course (e.g., has not previously served as instructor of record or teaching assistant for the course) and departments are urged to requests should include a detailed description of the resources that will be made available for candidates’ pedagogical support, including assistance with teaching materials (syllabi, lesson plans), scheduled mentorship meetings, or classroom visits, as applicable.</u> In cases where the Associate-in is to teach a cross-listed course, a memo of agreement from the relevant department(s) should accompany the request.

Appendix 1: Routing Pathways

Academic Senate

General Course Proposal Approval Process



****Please note that some courses including those from GSoE, SoBA, SoM, SPP, and the Honors Program have different course proposal processes. For detailed course proposal processes for all courses please see the Office of the Registrar's webpage (<http://registrar.ucr.edu/crs/course-proposal/approval-routing.html>).**

Appendix 2:

Request for Extension of Course Proposal Submission Deadline

Course Number:
Course Title:
Effective Quarter and Year:

Course Action (check all that apply):			
☐ New	☐ Change	☐ Restoration	☐ Deletion
	☐ Course Number		
	☐ Title		
	☐ Cross-listing		
	☐ Credit Statement (e.g., Credit is awarded for only one of BIOL 003 or BIOL 005A)		
	☐ Other		

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

List other courses affected by course proposal: list the affected programs

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

Course proposal needs approval before the following:
☐ <i>Schedule of Classes</i> is published
☐ <i>Summer Sessions Catalog</i> is published
☐ First day of enrollment
☐ First day of instruction
☐ Agenda deadline for the next Riverside Division Academic Senate meeting
☐ <i>General Catalog</i> is published

Request extension of deadline to (date):
Reason regular deadline was (or will be) missed:

Chair of Department/Program:	Date:
Submitted By:	Date:

Reviewed by Courses Specialist:	Date:
Comments:	
☐ Approved (☐ with conditions in Comments field above)	☐ Denied
Committee on Courses Chair:	Date:

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

APPENDIX 3: Overview of course numbering

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

UNDERGRADUATE COURSES

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

Titles and Numbers for Special Undergraduate Courses

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

GRADUATE COURSES

200-299

Titles and Numbers for Special Graduate Courses

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

PROFESSIONAL COURSES

300 - 399	Professional Courses for Teachers
301	"Teaching of ____ at the College Level" or "Directed Studies in the Teaching of ____" (To be graded S/NC. Units must accurately reflect hours of training.)
302	"Apprentice Teaching" or "Teaching Practicum", variable (1-4) units. Open to all appropriate Academic Student Employees (ASE's) with units assigned to reflect teaching activity during the applicable quarter. To be graded S/NC.
398G	Internship, Group (1-12, repeatable to 16)
398I	Internship, Individual (1-12, repeatable to 16)
400 - 499	Other Professional Courses

APPENDIX 4: Grading Basis Information and Default Statements

DEFAULT GRADING TYPES

Undergraduate Courses (001-199)

The default grading type is **Letter Grade or petition for Satisfactory/No Credit (S/NC)**

Graduate and Professional Courses (200-499)

The default grading type is **Letter Grade only**.

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

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

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

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

Grading Types and their *Standard Grading Statements*

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

Undergraduate Courses

This is the default grading type for undergraduate courses. No statement is needed.

Graduate Courses

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

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

Undergraduate Courses

This grading type is not available.

Graduate Courses

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

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

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

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

Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination

Letter Grade Only

Undergraduate Courses

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

Graduate and Professional Courses

This is the default grading type for graduate and professional courses. No statement is needed.

Satisfactory/No Credit (S/NC) only

Undergraduate Courses

Graded Satisfactory (S) or No Credit (NC)

Graduate Courses

Graded Satisfactory (S) or No Credit (NC)

APPENDIX 5: Prerequisites: defaults by standing, and additional information on structuring prerequisites.

CRS Defaults for Prerequisites

1. That each course must be entered into CRS to be enforced
2. The upper-division standing is "restricted to junior or senior standing", and lower-division standing is "restricted to freshman and sophomore standing"

The Registrar's Office provides additional guidance here: <http://students673.ucr.edu/docserver/registrar/edit-course-corequisites-prerequisites-restrictions-CRS.pdf>

Appendix 6

MINIMUM HOURS PER WEEK PER UNIT

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

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

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

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

Example 1

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

Example 2

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

Example 3

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

**Usually, a class or a consultation*

UC Riverside COC Policy on Distance Education Courses

Approved by the Committee on Courses: 06/12/26

The purpose of this policy is to provide guidelines for distance education courses that remain consistent with the high standards of teaching excellence at UCR. Those standards include:

- Active engagement of a qualified instructor with expertise in the course subject;
- Instructor-led regular and substantive interaction between instructors and students;
- Means for students periodically to assess their progress towards achievement of the course's learning goals.

DEFINITIONS

Distance Education: Sometimes called online learning, distance education refers to technologically-mediated modes of instruction in which some or all students are physically separate from the instructor. This policy differentiates distance education from remote learning—the practice of temporarily modifying instructional delivery due to a disruption in campus operations such as pandemic or natural disaster—which is handled by separate policies. Per the Committee on Courses (I.6.f.ii), a course will be considered a distance education course if 50% or more of primary instructional contact hours take place using online technologies (not physically in the same room). A distance education course must use online technology in a thoughtful manner to support regular and substantive interaction between students and the instructor.

The following definitions are to be used when describing distance education course proposals submitted for review, and to help transmit course expectations to students upon enrollment:

- **Online no In-Person Course:** 100% of course components occur online, including all instructional contact hours (primary + secondary) and examinations.
- **Online with In-Person Course:** 50% or more of primary instructional contact hours occurs synchronously or asynchronously online, with some in-person components (exams, e.g.) requiring attendance in a scheduled physical classroom.

In-Person Courses: courses in which more than 50% of primary instructional contact hours occur in-person, meaning that students and instructors are physically present in a scheduled classroom.

Primary Instructional Contact Hours: time students spend in what the Registrar calls “primary” course activities (lecture, seminar, e.g.) with the instructor of record. This time does not include secondary activities (discussion, labs, e.g.), office hours, or exams.

Secondary Instructional Contact Hours: time students spend in what the Registrar calls “secondary” course activities (discussions, labs, e.g.). This time does not include office hours or exams.

In addition, Distance Education courses can be differentiated by **Teaching Format**, the instructional delivery method by which course material is presented:

- **Synchronous Online** content is delivered remotely in real time.
- **Asynchronous Online** content is available remotely but not delivered in real time (e.g., prerecorded lectures). Asynchronous online course proposals must include a detailed and robust account of how the course provides for substantive interaction between instructors and students.

Regular and Substantive Interaction (RSI): A standard for assessing the pedagogical quality of instructional contact hours, RSI is defined as pedagogically meaningful engagement between instructors and students in teaching, learning, and assessment, consistent with the content under discussion. RSI must be direct interaction initiated and led by instructors on a planned basis that students can anticipate. To meet this criterion, an instructor must engage students in at least two of the following: i) providing direct instruction; ii) assessing or providing feedback on a student’s coursework; iii) providing information or responding to questions about the content of a course or competency; iv) facilitating group discussions regarding the content or a course or competency; v) engaging students in other approved instructional activities detailed in the course proposal.

In accordance with this definition, the Committee generally will not accept online course proposals in which students merely have the opportunity to engage substantively with their instructors. Instead, the course should be designed by the instructor of record to ensure RSI. Special care should be taken with the design of asynchronous online lecture, which cannot consist of prerecorded content that students view passively (COC Guidelines I.7.b.i). Interactive elements should be programmed into online lecture delivery according to current best practices, for instance by using segment breaks with questions or quizzes that support active learning.

RSI applies to both primary and secondary instructional contact hours, but ensuring that this standard is met is the responsibility of the instructor of record. Time students spend in

secondary activities such as lab and discussion section are not acceptable substitutes for RSI in primary instructional activities such as lecture and seminar.

CALCULATING THE 50% THRESHOLD

In determining whether a given course involves 50% or more of distance education, the denominator is the total primary instructional contact time with the instructor of record that would be scheduled for an in-person version of the course in a typical week. Note that the threshold for online modality is more strictly assessed *at or above* the 50% threshold as compared with in-person courses, which are courses involving *more than* 50% of in-person education. For example, if the in-person version of a course is scheduled to meet for 160 minutes of lecture per week, but the instructor proposes a version in which 80 minutes of lecture are delivered online per week, then that course is considered to be “online with in-person” under this policy and must be approved as such by the Committee on Courses.

POLICIES FOR APPROVAL OF DISTANCE EDUCATION COURSES

1. All courses taught at UCR are subject to Senate review and approval. While distance education courses provide a learning experience that is different than in-person courses, all courses should meet the same high standards of teaching excellence and intellectual rigor.
2. Distance education courses must provide appropriate accommodations for students with disabilities per the recommendations of the Student Disability Resource Center (SDRC).
3. Instructors do not need COC approval to give online access (e.g. streaming or recording live lecture) to students enrolled in an in-person course who may not be able to attend physically due to illness or for other reasons.
4. Students should be made aware as soon as possible when and whether they are expected to be physically present on campus for a given course. Instructors are expected to announce the modality of examinations accurately on the syllabus on or before the first day of classes.

PROPOSAL PROCESS FOR DISTANCE EDUCATION COURSES

Preparation:

1. Instructors determine which type of distance education course they intend to propose in consultation with departmental/program needs and relevant guidelines.
 - Online with No In-Person (100% technologically mediated instruction)

- Online with In-Person (50% or more primary instructional time online with some scheduled in-person components)
2. Instructors select the teaching format of the online course components:
 - Synchronous Online
 - Asynchronous Online

Submission:

Proposals for distance education courses should include:

1. A complete course request form submitted via CRS
2. A 10-week course syllabus with the following requirements:
 - a. Description of online teaching format (synchronous/asynchronous), including how content will be platformed and delivered to students
 - b. Indication of times/places (if any) when course activities will take place in a scheduled physical classroom, including exams
 - c. Demonstration of how the online contact hours support regular and substantive interaction between instructors and students. This requirement must be made more explicit in proposals for asynchronous online format, as supported by the supplemental worksheet
 - d. Stipulation of technology requirements

Routing Pathway:

Routing is standard for all course proposals, regardless of modality. After completed proposal packets are approved by departments/programs, they are routed to the appropriate FEC, then to the Registrar's Office, and finally to Committee on Courses for review.

Sources:

[U.S. Department of Education Guidance on "Regular and Substantive Interaction" \(09/02/2020\).](#)

Per the U.S. Department of Education Code of Federal Regulations 34 CFR 600.2, all online courses for which students may use federal financial aid (Title IV funds) must be distinguished from correspondence courses by ensuring "regular and substantive interaction between students and faculty."

[UC Systemwide Guidance on Distance Education: Terminology Guide and Policy Notes developed by UCEP and CCGA \(05/03/2023\).](#)

The policy in this document is consistent with current UC systemwide guidance on distance education, which in turns draws on federal and WASC requirements.

[WASC Manual for Programs, Instructional Locations, and Substantive Change \(March 2025\).](#)

See WASC’s definition of substantive interaction under “Distance Education Programs” (p. 14-15).