

Guide to Undergraduate Course and Program Approval

University of California, Los Angeles
Undergraduate Council

[Revised October 2004](#)

This guide was prepared in collaboration with the Registrar's Office and is intended to assist faculty and staff in preparing course and program approval requests. It represents the policies and procedures that have been approved by the Undergraduate Council. The Council periodically reviews this document and issues updates or clarifications.



The Academic Senate is the office of record for undergraduate programs and courses.

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Part I: Undergraduate Council

The Undergraduate Council was established to give proper representation to the academic departments, colleges, professional schools, and interdepartmental programs that offer undergraduate curricula. The Council consists of 25 members: 21 appointed members with vote and 4 *ex-officio* members without vote as follows – the Vice Provost for Undergraduate Education, the Director of the Office of Instructional Development, and the chair and vice-chair of the Committee on Undergraduate Admissions and Relations with Schools. In addition, there are four undergraduate student representatives and two graduate student representatives, appointed in accordance with Bylaw 45. The chair and vice chair of the Undergraduate Council are designated by the Committee on Committees. [Am 28 May 96, 26 May 98, 1 June 2004]

At the May 1997 Statewide Assembly meeting, members approved bylaw changes (Bylaw 20 and 330) that permit delegation of final authority for some portion of a standing committee's responsibilities. The Undergraduate Council voted unanimously on April 10, 1998, to approve changes to Bylaw 65.1 to allow delegation of approval for some course and program actions to the appropriate Faculty Executive Committees. The Los Angeles Division Legislative Assembly approved these changes at their May 26, 1998, meeting.

The *Guide to Undergraduate Course and Program Approval* sets forth delegation guidelines and procedures for submitting undergraduate course and program approval requests. These guidelines are subject to periodic review and revision by the Undergraduate Council.

Part II: Delegation Guidelines and Compendium

I. Undergraduate Council Authority

It is the duty of the Undergraduate Council to authorize, supervise, and regulate all undergraduate courses and programs of instruction at UCLA; to act for the Division in the approval of all undergraduate majors and in the approval or discontinuation of submajors, including specializations, concentrations, and minors; and to review and evaluate periodically all undergraduate programs of study.

II. Delegation of Approval to College and School Faculty Executive Committees

In discharge of these duties, and subject to the continuing monitoring and periodic review by the Undergraduate Council, the Council hereby delegates the following actions to the appropriate College and School Faculty Executive Committees (FEC).

A. Delegated Approval for Existing Undergraduate Courses

1. **Renumbering** within lower- or upper-division levels
2. Adding or deleting a **concurrent** graduate-level designation (must also have Graduate Division approval for graduate portion)
3. Adding or deleting a **concurrent** undergraduate-level designation
4. Changing a **course title**
5. Adding, deleting, or changing a **variable topic or segment title or subtitle** (may be submitted directly to the Registrar's Office without FEC approval)
6. Changing a **class type** (e.g., lecture, discussion, seminar, fieldwork)
7. Adding or deleting a **fieldwork component** to a class
8. Changing the number of **in-class hours** for a type of class
9. Changing **prerequisites**, preparation, requisites, co-requisites, enforced requisites, recommended courses, or restrictions (requires submission of a brief academic impact statement to appropriate FECs and to relevant units and staff when other departments and programs are substantively affected)
10. Changing a **course description** (substantial changes require a request for a new course)
11. Changing a **grading designation** (e.g., letter grade, passed/not passed)
12. Changing **repeatability of a course** for credit
13. Changing **from upper-to lower-division level** and vice versa (requires submission of a brief academic impact analysis to appropriate FECs and relevant units and staff when other departments and programs are substantively affected)
14. Changing from **upper-division level to graduate level** and vice versa (graduate changes also require Graduate Division approval)
15. Adding or deleting a **departmental multiple listing** with the consent of each participating departmental unit
16. Deleting **restrictions** (requires submission of a brief academic impact analysis to appropriate FECs and to relevant units and staff when other departments and programs are substantively affected)
17. **Deleting a course** [requires submission of a brief academic impact analysis to relevant units and staff when other departments and programs are affected]

B. Delegated Approval for New Undergraduate Courses

1. Approving **new or restored courses for an existing program** (including the undergraduate portion of concurrently scheduled courses)
2. Approving **one-time-only courses** within an existing program that adheres to Senate regulations

- C. Delegated Approval for Existing Undergraduate Majors**
 1. Changing the **number of units**, within Senate requirements for minimum and maximum **unit limitations, for a major**
 2. Adding or deleting approved **courses in a major**

- D. Delegated Approval for Existing Undergraduate Minors and Specializations**
 1. Changing the **number of units**, within Senate requirements for minimum and maximum **unit limitations, for a minor**
 2. **Adding or deleting** approved courses
 3. **Deleting the minor or specialization** (requires submission of a brief academic impact analysis to appropriate FECs and to relevant units and staff when other departments and programs are substantively affected)

- E. Delegated Approval for Existing Variable Topics Courses**
 1. Topics and subtitles with the department/program chair's approval
 2. May be submitted directly to Registrar's Office

Each of the delegated actions by an FEC is subject to review and rescission by the Undergraduate Council.

III. Approval NOT Delegated to Faculty Executive Committees

Approval of all other actions related to courses, programs, or undergraduate policy is undertaken directly by the Undergraduate Council, subject to prior review and approval by the appropriate departmental unit and FEC in the following circumstances:

A. Actions not Delegated for Undergraduate Courses

1. Approval of **new courses for new majors**
2. Changing **course unit credit**
3. Approval of **partial-term courses**
4. Approval of **University Extension** courses and instructors
5. All other actions not specifically delegated.

Note: Any course not offered for five consecutive years is subject to cancellation by the Undergraduate Council.

B. Actions not Delegated for Undergraduate Majors

Proposals must include required support material, such as letters of support from appropriate Dean, an enrollment analysis from Academic Planning and Budget, etc.

1. **New majors** (Undergraduate Council consults with appropriate committees)
2. New **concentrations in majors**
3. Approval of **University Extension** programs

C. Actions not Delegated for New Undergraduate Minors and Specializations

1. New **departmental minors**
2. New **independent minors** (proposals must include letters of support from the appropriate dean(s), a resource analysis, and a proposed administrative committee)

D. Actions not Delegated for Policy Issues

1. Changing College or school **requirements and regulations** (Undergraduate Council forwards proposals to appropriate committees for final approval)
2. Conferring or revoking **General Education** designations and requirements

3. Changing criteria for **departmental participation in established Interdepartmental Programs and Centers for Interdisciplinary Instruction**
4. **Recommendation of Departmental, IDP, or CII status** (Undergraduate Council consults with appropriate divisional committees and forwards recommendation)
5. Approval of **special instructors** (see SR750[B])
6. All other actions not specifically delegated

IV. The Compendium: *Universitywide Review Processes for Academic Programs, Academic Units, and Research Units*

In 1993-94, a subcommittee of the Academic Planning Council (APC) was formed to explore documenting and expediting the UC systemwide review processes. Their efforts produced the first *Compendium* which by and large formalized a variety of existing policies. Three years later, in 1997-98 another subcommittee of APC, taking into consideration the delegation movement, evaluated the effectiveness of the review procedures and in July 1999, issued a revised *Compendium*, which established further efficiencies and streamlined more approval processes. The *Compendium* is the widely used informal title; the official document title is

"Universitywide Review Processes for Academic Programs, Academic Units, and Research Units"
<http://www.ucop.edu/acadaff/accomp>.

The *Compendium* presents Universitywide review processes for creating and changing academic degree programs, academic units, and research units. It is designed to serve as a manual for those who participate in these processes.

Overview

The revised *Compendium* details major changes to the review and approval framework. Most final approvals for undergraduate issues now stop at the campus level. Systemwide review processes are retained for actions that involve several campuses or require more resources in order to carry them out successfully such as creating a new graduate degree program.

The most significant of the changes were eliminating systemwide review and approval processes for actions involving undergraduate degree programs, departments, and organized research units (ORUs). Other notable simplifying changes were made for the Five-Year Plans and for uncomplicated name changes for graduate degree programs and multi-campus research units (MRUs).

Section II.A. Undergraduate Degree Programs

"With the exception of undergraduate degree programs involving a title unique to the campus, all actions involving undergraduate degree programs are carried out on the nine established campuses. That is, creating a new undergraduate degree program, changing the name of an existing undergraduate degree program, and consolidating, transferring, or discontinuing an existing undergraduate degree program are campus decisions and there is no systemwide review of them. If approved by the responsible divisional Academic Senate committee and supported by the campus administration, a proposed action involving an undergraduate degree program is implemented."

(A title unique to a campus would be for example if there were no B.S. degrees, then the first time one was requested, it would require systemwide approval.)

Section III.A. Departments

"Actions involving departments are carried out on the nine established campuses. That is, creating a new department, changing the name of an existing department, and consolidation, transferring, or disestablishing an existing department are campus decisions for which there is no

systemwide review.... Any proposed coordinated actions involving undergraduate or graduate degree programs associated with affected department(s) should be handled according to the procedures described for the proposed action for either undergraduate or graduate degree programs."

Distribution Lists

The *Compendium* also details numerous routing and notification lists. UC campuses Registrars' Offices are now included on many of these official notification lists which will enable approved actions to be coded into the Student Record System and implemented in a timely manner. However, actions that stop at the campus level need to be communicated to the Registrar's Office for implementation.

Part III. Policies Concerning Undergraduate Courses

The following guidelines are intended to assist in the preparation of course approval requests.

I. Classification of Undergraduate Courses

Courses within the purview of the Undergraduate Council are detailed in Senate Regulation 740:

SR740 [A] Lower-division courses which are open to freshmen and sophomores 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.

SR740 [B] Upper-division courses are numbered 100-199 and ordinarily open only to students who have completed at least one lower-division course in the given subject, or six terms of college work. Special study courses for undergraduates are numbered 199.

II. Criteria for Offering a Course

A. Level and Emphasis of University Courses

A university course should set forth an integrated body of knowledge, with primary emphasis on presenting principles and theories rather than on developing skills and techniques. It is recognized that there may be limited but legitimate exceptions, such as:

1. Courses in which skills and techniques are included primarily as a means to learning, analyzing, and criticizing theories and principles.
2. Courses in which skills and techniques are a necessary and integral part of professional education and training and are included as professional courses in a recognized professional curriculum.

B. Scope and Organization of Courses

Without seeking to set school or College general educational policy or to infringe on departmental or program judgment as to content of courses, the Undergraduate Council recommends the following criteria when evaluating a course request:

1. The course should have a clear and essential place in the overall offering of the department or program, either filling a gap in the existing course structure, or strengthening that structure without duplication or needless overlapping. As a rule, duplication of courses normally offered by another department or program and held to lie within its range, is not approved. In those instances, the respective departmental units may wish to consider multiple listing the course.
2. The course should not split up a body of knowledge or a field of study into parts too small to warrant separate treatment in themselves.
3. The content of the course should represent a unified and integrated body of subject matter and not a collection of incongruous elements brought together under a specious and superficial heading.

III. Policies Governing Partial-Term Courses (Approved by UgC 1998)

Undergraduate courses offered for less than a full term (partial-term courses) are permitted with the following restrictions:

1. Partial-term courses must be approved by the Undergraduate Council.
2. There must be a compelling pedagogical justification for offering partial-term courses.
3. The departments offering partial-term courses must notify students at the first course meeting about potential effects of failure to complete the course on financial support and withdrawal options.
4. The departments must notify students that partial-term courses may have different study-list regulations (such as drop deadlines) than full-term courses, and that the regulations may vary by College or school.
5. The department must provide counseling offices with enrollment information about partial-term courses.
6. The department must notify the Registrar's Office Scheduling Unit by publication deadline to put a note in the *Schedule of Classes* indicating that the course is a partial-term course.

IV. Policies Governing Upper-Division Tutorials (195-199)

Course numbers "195-199" are reserved for upper-division tutorial courses. Regulations for these courses are set forth in Los Angeles Divisional Regulation A-320:

A-320 [A] Upper-Division tutorials for undergraduate students are numbered 195 through 199. These courses are structured by the instructor and student at the time they are initiated. The structure of the course, including both the specific proposed course of study and the requirements that must be met before a grade can be assigned, are then summarized on a petition for enrollment in an Upper-Division Tutorial (195-199).

A-320 [B] In order to enroll in an upper-division tutorial (195-199), a petition for enrollment in an upper-division tutorial (195-199), must be approved by both the instructor in charge and the chair of the department or interdisciplinary program. One instructor may not sponsor more than seven (7) students enrolled in upper-division tutorials (195-199) in any one term.

A-320 [C] Limitations

1. Enrollment requires the consent of the instructor who is to supervise the study. The applicant shall show that his or her background is adequate for the proposed study.
2. Credit for upper-division tutorials (195-199) in a single term is limited to a maximum of 8 units. Subject to the provisions of Divisional Regulation A-310, the student may take any upper-division tutorial (195-199) on a Passed/Not Passed or a letter grade basis, but the total number of units allowed in upper-division tutorials (195-199) for a letter grade is 32.
3. At the close of the term, some tangible evidence of work accomplished, signed by the student and the supervising faculty member, shall be filed and retained by the department for three years.
4. At the outset of an upper-division tutorial (195-199), the student must complete and the instructor in charge must sign a petition for enrollment in an upper-division tutorial (195-199), which will include the specific proposed course of study and the requirements to be met before a grade can be assigned.

5. In order to enroll in an upper-division tutorial (195-199), a student must have advanced junior standing and at least a 3.0 G.P.A. in his major field, or he/she must have senior standing.
6. A student who has an outstanding Incomplete in an upper-division tutorial (195-199) may not enroll in another upper-division tutorial (195-199) until the grade of Incomplete has been removed.
7. On the advice of the instructor(s) and chair concerned, the Dean of a student's college or school may authorize exceptions to the limitations listed.
8. Departments may impose additional limitations on upper-division tutorials (195-199).

V. Administrative Policies for Approved Courses

A. Publication Deadlines

1. There are several publication deadlines throughout the academic year. To be included in official University publications, course requests must receive final approval and be received by the Registrar's Office by publication deadlines. See <http://www.registrar.ucla.edu/faculty/sched.htm>. **Note:** Publication deadlines are different from term enrollment deadlines.
2. Routing and approval processes for course requests vary depending on the level of delegation. Allow adequate time for the approval process, and check agenda deadlines for the necessary approval committees.
3. Before enrollment begins, courses can be added to the course offerings for that term, and they will be displayed in the online *Schedule of Classes* and URSA. Requests to change grading basis, class type, units, requisites, title, or course number are not approved after the *Schedule of Classes* goes online. Such changes would become effective the following term.

Table 1: Publication Deadlines

Publication	Deadline for Publication
Fall <i>Schedule of Classes</i>	mid-May
Winter <i>Schedule of Classes</i>	first week of October
Spring <i>Schedule of Classes</i>	first week of January
<i>UCLA General Catalog</i>	January 31 (biennial)

B. Continuity and Frequency of Course Offerings

1. Once a course has been approved and established in the course inventory, it may be offered in a particular term. The term the course is offered in is determined by the faculty of the departmental unit.
2. Any course which has not been offered for five consecutive years is subject to cancellation by the Undergraduate Council. This policy is intended to ensure that students have access to courses needed for their programs that the *UCLA General Catalog* and online updates accurately reflect curricular offerings, and that departmental units examine their curriculum periodically. The Undergraduate Council may require justification for retaining infrequently offered courses in light of

the unit's overall curricular objectives and resources. CIMS displays an inventory of courses and the last time they were offered.

VI. Policy on Course Materials Fees

If a course receives approval for a new course materials fee, the letter of approval from the Chancellor must be received by the Registrar's Office before the *Schedule of Classes* goes online. This is to give students due notice of a fee increase and is a requirement of the fee approval process. See <http://www.apb.ucla.edu/crs-matl.pdf> for the course materials fee policy.

VII. Policy on Course Instructors

A. Persons-in-Charge of Courses

The department or program chair assigns persons-in-charge of courses in accordance with Senate and administrative regulations. The provisions of Universitywide Academic Senate Regulation 750 are as follows:

SR750 [A] Only regularly appointed officers of instruction holding appropriate instructional titles may have substantial responsibility for the content and conduct of courses which are approved by the Academic Senate.

SR750 [B] Professors, professors in residence, and adjunct professors of any rank, instructors, instructors in residence, and adjunct instructors, and lecturers may give courses of any grade. Persons holding **other instructional titles** may teach lower-division courses only, unless individually authorized to teach courses of higher grade by the appropriate Undergraduate Council members and/or the Graduate Council. If a course is given in sections by several instructors, each instructor shall hold the required instructional title.

SR750 [C] Announcements of special study courses in which individual students work under the direction of various members of a department/program may state that presentation is by the staff, but a faculty member of the unit shall be designated as the instructor-in-charge.

SR750 [D] Only persons approved by the appropriate administrative officer, with the concurrence of the Undergraduate Council may assist in instruction in courses authorized by the Academic Senate.

SR750 [E] No student may serve as a reader or assistant in a course in which he is enrolled.

B. Other Instructional Titles

For purposes of provision SR750 [B], "other instructional titles" are those of Teaching Associate, Teaching Fellow, and Teaching Assistant. Approval must be granted by the Undergraduate Council in order for instructors carrying these titles to teach upper-division courses. Approval is granted only under the most unusual of circumstances. The burden of proof is with the department, program, or school to show that such circumstances exist. The request for approval must meet the following criteria and use the procedures listed below.

1. The qualifications of the proposed instructor must be such that under different circumstances the department, program, or school would consider hiring the individual under a regular faculty title.

2. Exceptional circumstances must exist which give the department, program, or school no alternative but to rely on apprentice personnel to teach the course. Exceptional circumstances might include
 - a. Last minute unavailability of the regular faculty member assigned to teach the course, due to illness, leave, or resignation
 - b. The central role of the course in the curriculum is such that the offering of the course in a given quarter is critical
 - c. The extremely specialized nature of the course which results in a small or nonexistent pool of regular faculty in the area to teach it
3. Criteria which are not acceptable include the need or desire to provide graduate students with financial support or with advanced teaching experience.
4. Request for approval of instructor exceptions should be submitted as follows:
 - a. Requests should include a letter from the department or program chair explaining the reasons for proposing an instructor who does not hold a regular title (see SR 750) and certifying that the proposed instructor meets appropriate academic qualifications for teaching the course. The letter should also certify that either the department or program chair or an authorized representative (e.g. the vice chair) has personally interviewed the proposed instructor to determine the instructor's qualifications. Three letters of recommendation in support of the proposed instructor must also be submitted. At least one of these letters must be from an academic person. These letters may be copies of those obtained in appointing the instructor. Requests must be accompanied by a curriculum vitae if the proposed instructor does not hold a doctorate degree.
 - b. After review and approval by the College or school, requests should be submitted to Undergraduate Council accompanied by a CIMS form if the course is new or a copy of the course approval if the course already exists.
 - c. Instructor waiver requests should be submitted at least four weeks prior to the end of the quarter preceding the quarter in which the instructor is to teach the course. As a rule, the Undergraduate Council does not meet during the summer on a regular basis; therefore, requests for Fall Quarter should be submitted at least four weeks before the end of the preceding Spring Quarter. Late consideration cannot be guaranteed, and under no circumstances may an instructor with an apprentice title be assigned full responsibility for teaching an upper-division course prior to the approval of the Undergraduate Council.

Part IV: Undergraduate Course Approval Process

As an enabling body, the Undergraduate Council (UgC) strives to provide a framework that allows both for campuswide uniformity and the necessary departmental and programmatic freedom to match student demand with faculty interests and expertise. The Undergraduate Council has the authority to approve all undergraduate courses which are offered for credit. The Undergraduate Council has delegated authority for final approval of some course actions to the Faculty Executive Committees (FECs) of the College and schools. Delegated decisions made by the FECs are subject to review and rescission by the Undergraduate Council. Course approval requests that require further approval beyond the FEC go to the Undergraduate Council and are reviewed by the Undergraduate Council's Curriculum Committee. The Academic Senate is the office of record for approved courses. See the delegation guidelines in Part II of this guide.

Course Inventory Management System (CIMS)

Course requests are submitted through an online application called CIMS (Course Inventory Management System) <http://www.registrar.ucla.edu/cims>. Requests are initiated by department faculty or staff and routed for approval in accordance with delegation guidelines. Routing depends on the action requested and the level of delegation.

After requests are approved, the data is routed to the Registrar's Office where it is entered into SRS (Student Record System). Course data in SRS is used to generate information for URSA, the *Schedule of Classes*, Degree Progress Reports, Study Lists, transcripts, official course descriptions for the print and electronic *UCLA General Catalog*, course webpages, and student and faculty reports.

The following instructions are a guide for preparing course approval requests. Determine the organization of the course and identify the approval actions required.

I. Organization of Courses

Most courses are organized as distinct offerings with a single course description and offered by a single department or program. Some courses are organized into a series of courses, usually designated with the suffixes A-B-C. Some other ways of organizing courses are detailed below.

A. Multiple-Listed Courses

Courses offered jointly by two or more departments are designated as "multiple listings" and are identified by the prefix "M." Multiple-listed courses are listed in the general catalog and in the *Schedule of Classes* under each of the cosponsoring department's course listings. The statement "Same as" appears in each department's class listing.

Example

Classics M147 and Philosophy M102 are multiple-listed courses. The "Same As..." statement appears in each course description:

The Classic Department's course description:

Classics M147. Aristotle. (Same as Philosophy M102)

The Philosophy Department's course description:

Philosophy M102. Aristotle. (Same as Classics M147)

1. Requests to multiple-list a course are submitted through CIMS.
2. Except for the course numbers of multiple-listed courses, which may be different, all other specifications (e.g., title, format, unit value) must be identical for all sponsoring units.
3. Multiple-listed course numbers need not be identical, but they must be at the same level—all upper division or all lower division (e.g., Classics M147/Philosophy M102).
4. The chairs of all cosponsoring departments must approve the multiple-listing.

B. Concurrently-Scheduled Courses

Concurrently-scheduled courses are pairs of courses within a single department or program, which are offered at the same time and place, with the same instructor, but for which credit is given at two levels—graduate and undergraduate. Concurrently-scheduled courses are subject to approval by both the Undergraduate Council (course numbers below 200) and the Graduate Division (course numbers 200 and above). Each concurrently-scheduled course is listed in the general catalog under the appropriate level with a "C" prefix. Each description has a "Concurrently scheduled with" statement naming the respective concurrently-scheduled course.

The following procedures and regulations were approved jointly by the Graduate Council and the Undergraduate Council.

1. 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 concurrently-scheduled course ensures that students receive credit at the appropriate level.
2. Concurrently-scheduled courses must conform with Senate Regulation 762: [SR762.] 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.
3. It is expected that the hours of instructional activity and level of performance required of a graduate student enrolled in a concurrent course will exceed that of an undergraduate. The character of this difference should be clearly stated in the course request form in the "Justification" section.
4. Suitably separate activities and standards for performance and evaluation must be applied for graduates and undergraduates. The character of the difference should be communicated through the course syllabus or other suitable means to students enrolled in the course.
5. The status of concurrently-scheduled courses offered by a department or program and their relationship to other teaching activities shall be subject to specific appraisal at the time of the Academic Senate programmatic review of units.

6. Instructors proposed for the initial offering of a concurrently-scheduled course must be specifically named in the course request. Only regularly appointed officers of instruction (SR 750[A]) are authorized to teach a pair of concurrently-scheduled courses. The Registrar is authorized to schedule for the same time and place only those pairs of courses which have been approved for concurrent scheduling. Such courses are designated by a "C" prefix to inform students that the course is concurrently scheduled.

C. One-Time-Only Courses

Courses which are intended to be offered for only one term or for only one year are called "One-Time-Only" courses. This status should be stated on the CIMS form in the "Justification" section, and the term to discontinue the courses must be entered. One-time-only courses with a discontinue term will be automatically discontinued in the specified term. No deletion form is required for these courses. Courses with a longer limited offering (e.g., three years) and no stated discontinue term specified must submit a request to delete the course at the appropriate time. One-time-only courses are not generally published in the print catalog. The course descriptions for one-time-only courses are recorded in SRS and appear in the *Schedule of Classes* in the term(s) offered.

D. University Extension Courses

1. University of California Extension courses equivalent to regular session courses at Los Angeles which may have credit value are designated by the same regular session course numbers with the prefix "XLC."
1. University of California Extension courses not equivalent to campus courses, but which may have a credit value, are designated by a course number with the prefix "X."
2. University Extension courses are governed in accordance with Senate Regulations [SR 790 – SR814].
<http://www.universityofcalifornia.edu/senate/manual/rpart3.html#rpart3-IIIch5>
4. University Extension courses are not submitted through CIMS. Contact the Senate Office for information about submitting course requests for Extension.

II. CIMS Forms

Course requests are processed through the Course Inventory Management System (CIMS), a secure online application that collects data and routes it through the approval process. CIMS has input forms for new courses, course revisions, and course deletions. In addition, it features several customized forms to submit Fiat Lux seminars (course 19), Honors seminars (courses 89 and 189), and variable topics sections. See Table 2.

A. New Courses

For courses which are new, the Undergraduate Council requires a syllabus with a statement of objectives and a detailed course outline accompanied by a list of prospective textbooks and a reading list or bibliography. In the "Justification" section of the form, state the reason for the new course, how it fits into the curriculum, and how it affects other departments. Courses that were previously taught but were discontinued require a new course form to be submitted.

B. Revision to Existing Courses

With the exception of correcting a misspelling or an obvious typographical error, or making a nonsubstantive editing change, all changes in course number, units, title, format, course description, requisites, addition or deletion of multiple or concurrent listings, and changes in grading basis must be made by submitting a course revision form.

If revisions to a course are so extensive as to constitute, in effect, a new course, a course syllabus must be submitted with the revision form. The Graduate Division requires that all concurrent course revisions include a syllabus.

C. Course Deletions

Deleted courses are discontinued in the Student Records System (SRS), removed from the print and electronic catalog, and are no longer available to be offered during a term. Their discontinue term is recorded in the Student Records System, and an archival record of course information (title, etc.) remains in SRS to be used for Degree Progress Reports, Study Lists, transcripts, and other administrative reports. Courses not taught for more than four years should be reviewed by the department and considered for deletion. CIMS displays an inventory of courses and the last time they were offered.

D. Customized Forms

CIMS has a number of customized forms for certain courses: variable topics, honors seminars, and Fiat Lux seminars. These forms are streamlined to collect data needed for the specific type of course, and the routing is programmed to go directly to office reviewing the form.

E. Change in Course Instructor(s)

A change in instructor for a course does not require a new course request form. However, a change in instructor that falls under SR 750(B) "other instructional titles" policy must be brought to the attention of the Undergraduate Council. Courses taught by instructors in the Collegium of University Teaching Fellows (CUTF) program are reviewed, and instructors are recommended for teaching a CUTF course by a faculty committee in the Office of Instructional Development.

III. CIMS Routing

Detailed routing instructions are included in CIMS help. See Table 3 for a general overview of the routing process. With the permission of the person responsible for approval, a staff member may act as a designee and submit a CIMS form on their behalf. The name of person responsible for approval and that person's role must be stated in the CIMS comment box.

Table 2: Course Inventory Management System (CIMS)

<http://www.registrar.ucla.edu/cims>

UCLA Course Inventory Management System

Main Menu Inventory Reports Help Exit

Main Menu

Welcome, Josie Bruin

Course Approvals

Go to 120 courses requiring my approval
 All Courses New Courses Revisions Deletions [Action](#)

Go to 20 Variable Topics Sections requiring my approval [Action](#)

Go to 3 Fiat Lux Seminars requiring my approval [Action](#)

View Approval Status

View status of courses I have routed
 All Courses New Courses Revisions Deletions [View](#)

View course activity by department
 All Courses New Courses Revisions Deletions [View](#)

View course activity by College/school
 All Courses New Courses Revisions Deletions [View](#)

View course changes in progress [View](#)

Submit Course Requests

Propose a new course [Propose](#)

Revise or delete an existing course [Revise](#)

Submit a variable topic for an existing course [Submit](#)

Propose a Fiat Lux seminar [Propose](#)

Retrieve saved forms [Retrieve](#)

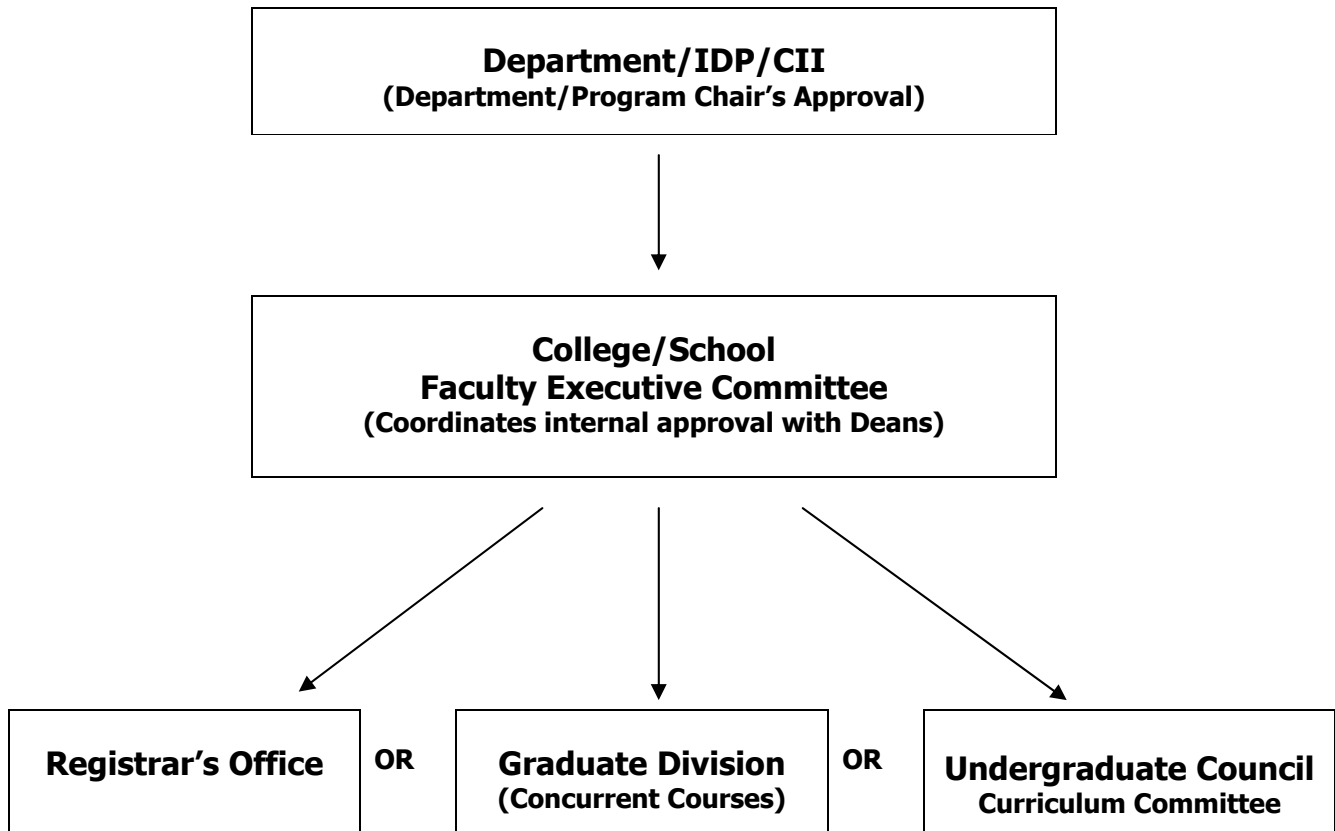
Administration

Reports [Reports Menu](#)

Administer Dates and Deadlines [Edit](#)

View dates and deadlines [View](#)

Table 3: Routing for Undergraduate Course Approval Requests



In accordance with the delegation of authority approved at the Los Angeles Division Assembly meeting, May 28, 1998, the College or school Faculty Executive Committees may exercise final approval authority for certain course actions. (The FEC coordinator directs internal routing to the deans as appropriate.) After FEC approval, course requests not needing further approval are sent to the Registrar's Office. Concurrent courses are routed to the Graduate Division. Course requests needing further evaluation and approval are routed to the Undergraduate Council Office. See the delegation guidelines in Part II of this guide.

Variable Topics Courses. With approval from the department or program chair, requests to set up a section subtitle and topic description for a previously approved variable topics course may go directly to the Registrar's Office each term. Submit requests through CIMS.

Part V: CIMS Course Form Items

Information and help screens are available in CIMS for each course form item.

I. **Course Numbering**

Lower-division courses are numbered 1-99. Upper-division courses are numbered 100-199. Certain numbers are reserved for specific categories of courses.

II. **Reserved Course Numbers**

At its June 6, 2003 Undergraduate Council meeting, the UgC unanimously approved a renumbering initiative recommended by the *Taskforce for Undergraduate Education in a Research Context*. The taskforce recommended that course listings be expanded and standardized to recognize entry-level research experiences as well as advanced departmental research seminars and upper-division tutorials. The standardization also makes it possible for the UgC, as well as College and school administrators and the University Office of the President (UCOP), to easily tally the number of students in each program who have had research experiences and who have completed advanced research through upper-division tutorial work or through senior projects.

A. **19 Courses—Fiat Lux Seminars**

Course number "19" is reserved for Fiat Lux seminars. These one-unit seminars span the rich array of fields studied at UCLA. Taught by faculty in their areas of expertise, the seminars inform freshmen students about topics of intellectual importance and enable them to participate in critical discussion of these topics with a small group of their peers. A customized CIMS form is used to submit seminar requests.

B. **88 Courses—Sophomore Seminars**

Course number "88" is reserved for departmentally sponsored lower-division seminars. These courses restrict enrollment to freshman and/or sophomore students. The seminars are designed to provide lower-division students the opportunity to study in a small classroom setting in order to enhance writing, verbal, and analytical skills.

C. **89. Honors Seminars**

Course number "89" is reserved for honors seminars. Honors seminars are one-unit adjunct seminars to primary lecture courses. Basic skills courses and language courses are not eligible to offer adjunct honors seminars. The seminars are designed to provide a group of students enrolled in a lecture course an opportunity to meet separately with the instructor of the lecture in a seminar setting. The seminars explore content beyond what is provided in the lecture and discussion sections. They do not replace discussion sections associated with the lecture course. Seminars are limited to 20 students with a minimum enrollment of eight students.

D. **89HC. Honors Seminars**

Course number "89HC" is reserved for lower-division honors contract tutorials. The one-unit tutorials are restricted to students in College Honors or departmental honors programs. They are adjuncts to a lower-division lecture course and offer individual study with the instructor of the lecture to explore topics in greater depth through supplemental readings, papers, or other activities. Individual honors contracts are required.

E. 97 Courses—Variable Topics Courses

Course number "97" is reserved for lower-division variable topics courses. Units, format, grading, and content vary by department. Topics vary by instructor.

Variable topics courses cover material falling within defined topic areas. Variable topics courses are intended to have a permanent place in the regular curriculum, and differ from "98" courses, which are experimental or temporary in nature.

Variable topics courses have a general umbrella description. The umbrella description should indicate the general topics, scope, and types of sections, and whether the course may be repeated for credit. The description generally begins with "A variable topics course...." A department may offer more than one section of a variable topics course per quarter.

After a variable topics course has been approved, specific details of sections for each term can be submitted directly to the Registrar's Office Scheduling Unit on CIMS variable topics form. These forms are used to record official course information in the Student Records System for the specific topics offered that quarter and instructor(s) for each term. Once the data has been entered, it is available for the *Schedule of Classes* and can be used for student transcripts, Degree Progress Reports, Study Lists, and faculty workload reports.

F. 98 Courses—Professional School Seminars

The Professional Schools Seminar Program (PSSP) was discontinued in June 2004. However, the "98" course number may still be used by the professional schools to offer seminars. The seminars are usually offered for one term only and a discontinue term is noted on the CIMS form. If a department or program wishes to continue a "98" course beyond one year and include the course as part of its permanent curriculum, then no discontinue term is used.

G. 188 Courses—Special Studies or Experimental Courses

The course number "188" is reserved for courses that are experimental or temporary in nature. They may explore a possible permanent offering for the department's curriculum or they may be approved on a short-term basis for a visiting or adjunct faculty. If they become a permanent part of a department's offering, then another course number needs to be assigned to them. There are no restrictions on the title, format, units, grading, etc. of the course. The courses can be given a discontinue term when the course request is submitted so that a deletion form need not be submitted later.

H. 189 Courses—Advanced Honors Seminars

The course number "189" is reserved for advanced honors seminars. They are the upper-division equivalent of the "89" honors seminars. See "189" above.

I. 189HC Courses—Advanced Honors Contracts

The course number "189HC" is reserved for advanced honors tutorials. They are the upper-division equivalent of the "89HC" honors contracts. See "89HC" above.

J. 190 Courses—Research Colloquia

The course number "190" is reserved for research colloquia. These seminars are designed to bring students doing supervised tutorial research together in a seminar setting with one or more faculty to discuss their own work or related work in a discipline. The seminar is led by one of the supervising faculty. They are generally assigned one or

two units, but may have a different unit structure if it is justified by the curriculum. Recommended grading is "P/NP."

K. 191 Courses—Variable Topics Research Seminars

The course number "191" is reserved for variable topics research seminars. The research topics vary by term and by instructor. The seminars are characterized by a culminating project. The seminars may have fixed or variable units and the grading basis may use any of the standard undergraduate grading options. The courses may use the CIMS variable topics form to submit topics each quarter, or permanent suffixes may be established to group topics into topic groups. The course title generally begins with "Topics in..." The number "**191H**" may be used to denote an honors research seminar. **Note:** variable topic lecture courses must be offered under a different course number.

L. 192 Courses—Undergraduate Teaching Practicum

The course number "192" is reserved for undergraduate teaching practicums. These seminars are limited to juniors and seniors. They offer training in a supervised practicum setting for advanced undergraduates. Under the guidance of a faculty member, students assist in the preparation of course materials and the development of innovative programs. Two or four fixed units and "P/NP" grading is recommended for these seminars; however, other units or grading may be used if justified by the curriculum.

M. 193 Courses—Journal Club Seminars

The course number "193" is reserved for journal club-type seminars. The seminars are limited to undergraduates. Students discuss readings selected from current literature in the field. Or, the seminars may be used to discuss topics related to a guest speakers series. Attendance at the speakers series may be a requirement of the course, but the guest speakers series, by itself, may not be given a UCLA course number. One or two fixed units and "P/NP" grading is recommended for these seminars; however, other units or grading may be used if justified by the curriculum.

N. 194 Courses—Research Group or Internship Seminars

The course number "194" is reserved for seminars associated with a research group or with an internship contract. Under the guidance of a faculty member, students discuss research methods and current literature in the field as well as their own research or the research of the faculty member. The seminars may meet concurrently with a graduate research seminar in the same department in which case a "C" prefix is used. The number **194 I** may be used for a seminar that is adjunct to an internship. One or two fixed units and "P/NP" grading is recommended for these seminars; however, other units or grading may be used if justified by the curriculum.

O. 195 Courses—Community or Corporate Internships

The course number "195" is reserved for community or corporate internships. The format is tutorial and is usually limited to juniors and seniors. A tutorial contract is required. Internships are in a supervised setting in a community agency or business. Students meet on a regular basis with an instructor and provide periodic reports of their experience. One or two fixed units and "P/NP or letter grading" is recommended; however, other units or grading may be used if justified by the curriculum.

P. 196 Courses—Research Apprenticeships

The course number "196" is reserved for research apprenticeships or advanced scholarly work. The format is tutorial, and a tutorial contract is required. Under the guidance of a faculty mentor, the apprenticeships offer supervised entry-level research opportunities at UCLA to upper-division students. Two or four fixed units (or variable units) and "P/NP"

grading is recommended for these tutorials; however, other units or grading may be used if justified by the curriculum.

Q. 197 Courses—Individual Studies Courses

The course number "197" is reserved for individual studies tutorials. The courses are limited to junior and seniors, and a tutorial contract is required. Under the guidance of a faculty member, students pursue intensive study of a particular topic. Scheduled meetings are arranged between the faculty member and the student. Assigned readings and tangible evidence of mastery of the subject matter is required. Two or four fixed units and "P/NP or letter grading" is recommended; however, other units or grading structures may be used if justified by the curriculum.

R. 198 Courses—Honors Research Courses

The course number "198" is reserved for advanced honors research tutorials. Courses are limited to juniors or seniors, and a tutorial contract is required. Under the direction of a faculty member, students are expected to develop and complete an honors thesis or comprehensive research project. Two or four fixed units and "letter grade only" grading is recommended; however, other units or grading structures may be used if justified by the curriculum.

S. 199 Courses—Directed Research or Senior Project Courses

The course number "199" is reserved for directed research or senior project tutorials. Courses are limited to juniors or seniors, and a tutorial contract is required. Under the supervision of a faculty member, students pursue individual research or investigation. A culminating paper or project is required. Two or four fixed units and "P/NP or letter grading" is recommended: however, other units or grading structures may be used if justified by the curriculum.

III. Reserved Course Number Suffixes

The following suffixes are generally reserved for certain categories of courses:

Table 4: Reserved Course Number Suffixes

Suffix	Use with a Course Number
A-Z	Used in the print catalog to denote a group of courses. Individual course requests must be submitted for each suffix in order for courses to become active in the Student Record System.
DC	CAPPP Program Courses (Study in Washington DC)
FL	Foreign Languages Across the Curriculum Used for courses with a supplementary adjunct language component.
H	Honors Courses
L	Laboratory Courses
SA	UC Center in Sacramento Courses (Study in Sacramento, CA)
SL	Service Learning Courses (See http://www.college.ucla.edu/up/ccl/slearning.htm)
W	Writing II courses

IV. Course Title

A course title should reflect the content of the course. It should be succinct. Bear in mind that the title is abbreviated to 19 characters for use on student transcripts. Subtitles may be used. Use a colon to separate title from subtitle. For variable topics courses, subtitles are submitted on

a CIMS variable topics form each term. Indicate on the form if the subtitle or the overall variable topic catalog title is to appear on the transcript.

V. Units and Credit Value

A. Unit Value

Unit value is the measure of workload credit given to a course. It is generally the same as credit toward a degree, except that some courses, such as English A, AP, 2P, 3P, may have less degree credit or no credit toward a degree.

B. Units and Hours of Work

Academic Senate Regulation SR[760] provides **that "credit be reckoned at the rate of one unit per three hours of work per week, per term, or the equivalent."**

Senate regulations define course credit in terms of total hours of work required of the student and do not impose specific requirements as to the number of hours spent in class. Similarly, the Los Angeles Division has adopted a policy of breaking the lockstep between course credit and hours spent in class, and of encouraging experimentation and innovation in format and instructional methods. A department or program may wish to adopt a general policy concerning flexibility of format. In keeping with these policies, the Undergraduate Council's policy is to judge each course's format and credit value on its individual educational merits, rather than insisting on any fixed set of format requirements. Nevertheless, as noted above, Senate regulations indicate that one unit must carry with it a corresponding three hours of work per week on behalf of the student. It is the responsibility of the instructor and, ultimately the department or program chair, to ensure that the workload in the course is commensurate with its credit value.

C. Type of Units

Units for an undergraduate course are usually fixed. Certain courses have variable units such as "two to eight units" or alternate units such as "two or four or eight."

VI. Undergraduate Grading Basis

Indicate on the course request the grading basis for the course. Undergraduate courses have the following options for grading basis:

Letter Grading

Passed/Not Passed

Passed/Not Passed or Letter Grading

In Progress with Letter Grading

In Progress with Passed/Not Passed

In Progress with Passed/Not Passed or Letter Grading

Any course which is to be given exclusively on a "Passed/Not Passed" basis must be so indicated on the course request form. If a department or program needs to change the grading basis of a course either to or from a "P/NP" only basis, such a change must be requested on a course approval form and approved prior to the enrollment deadline for the term. "In Progress" grading is not normally given to upper-division tutorial courses (195-199).

VII. Instructional Format (Activity Type) and Hours

A. Instructional Format (Activity Type)

Classes are categorized according to the following instructional formats or class types.

Table 5: Instructional Formats

Format	Description
ACT (Activity)	Students develop technical or creative skills such as painting, music, drama, or design.
CLI (Clinic)	A group meeting devoted to the analysis and solution of concrete problems or to the acquiring of specific skills or knowledge. Students learn professional skills by actual practice with clients.
DIS (Discussion)	A subsection of a course focusing on topics presented in the main section of the course (usually a lecture). Substantial student participation is required.
FLD (Fieldwork)	Work done in the field to gain practical hands-on experience and knowledge through firsthand observation; work done to gather data through interviewing or observing subjects in the field. Students participate in short or extended field trips in nonclassroom settings.
LAB (Laboratory)	Under supervision, students engage in testing and analysis, carry out experiments, observe demonstrations, and learn proper use of special equipment and facilities.
LEC (Lecture)	Formal discourse or instruction given by an instructor about a topic in a discipline.
REC (Recitation)	Students take part in oral presentations and exhibitions involving substantial participation.
RGP (Research Group)	In-depth investigation aimed at the discovery and interpretation of facts or the revision of accepted theories or laws in the light of new facts.
SEM (Seminar)	Students meet with an instructor in a small classroom setting to exchange ideas through discussion, research papers, and reports.
STU (Studio)	Students work in a studio setting to develop technical and creative skills such as painting, music, drama, dance, or design.
TUT (Tutorial)	Students are supervised by an instructor on a one-on-one basis to pursue an agreed upon individual course

B. Class Contact Hours

The course request must indicate the number of class contact hours required each week. Indicate the number of contact hours spent in lecture, discussion, laboratory, etc. It is helpful to the student to estimate the number of non-contact hours as well such as outside study, reading time, or other activities.

C. Changes to Class Type and Hours

Any change in the class type or any variation which occasions a change in the nature of the course listing in the *Schedule of Classes* must be submitted for approval.

VIII. Course Requisites and Enrollment Restrictions

A. Course Requisites

Course requisites are requirements associated with a course. If a course has requisites, they must be specified on the course request form. Requisites can have different levels of enrollment enforcement in URSA. Requisites which do not have the Boolean logic necessary to be processed by a computer are simply titled "Requisites," and enrollment can only be enforced at the instructor level. The categories of requisites include requisites, enforced requisites, corequisites, preparation, and recommended.

1. Enforced Requisites

Enforced requisites are course requirements that can be monitored by URSA during enrollment. There are two levels of enrollment enforcement: warning and enforced. If a requisite is at the enforcement level, enrollment is prevented if the requirement has not been satisfied. If a requisite has a warning level, the student is informed the requisite has not been met, but enrollment is permitted. Only requisites with specific course numbers can be enforced. Example: A requisite such as "one course in economics" could not be enforced, but "Economics 11" could be.

2. Corequisites

Corequisites are requirements for courses that must be taken at the same time.

3. Preparation Requirements

Preparation requirements for courses are requirements such as placement tests for language. They appear only in the course description and are usually not enforced by URSA. Enrollment enforcement is at the instructor or departmental level. (Note exceptions: some placement requirements such as Subject A and Mathematics are specially coded for enforcement during enrollment.)

4. Recommended Requisites

Recommended requisites are those courses or level of preparation that are suggested by an instructor for successful completion of the course. Recommendations have no enrollment enforcement in URSA.

B. Waiving Requisites

The department or program or instructor may waive requisites for a student whose preparation is substantially equivalent to the requisites required, or who has a distinctly superior record of scholarship. Using the phrase "or equivalent" is not necessary in a requisite description on the course approval request.

C. Enrollment Rules

1. Enrollment Restrictions

Enrollment restrictions limit enrollment in a class to certain groups of students such as majors or limit enrollment to a certain level or levels of students such as seniors or upper-division students. Restrictions may not be applied to members of a specific institution, professional group, or employer. Enrollment restrictions can vary by term and by instructor, and can be applied to specific sections of a class. Instructions for applying enrollment restrictions may be given directly to the Registrar's Office Scheduling Unit, and no course approval request is necessary. Since restrictions may vary by instructor and by section throughout the term, enrollment restrictions are not

generally part of the course description. Restrictions are noted in the *Schedule of Classes*.

2. Instructor or Department Consent Restrictions

Enrollment in classes can be limited to instructor or department consent. The instructor or the department or program is responsible for monitoring and enforcing consent of department and consent of instructor restrictions. Instructions for applying instructor or department consent may be given directly to the Registrar's Office Scheduling Unit, and no course approval request is necessary. Since consent limitations may vary by instructor and by section, consent notations are not part of the course description. Consent restrictions are noted in the *Schedule of Classes*.

IX. Course Description

A. Official Course Description

The course description that is submitted on the course request form is an official record. The course description is entered into the Student Records System and is used for official student records such as transcripts and degree auditing. Archival records of descriptions are maintained by the Registrar's Office and are available on request. The official course description is also used for the print and electronic versions of the *UCLA General Catalog* and the *Schedule of Classes*.

B. Writing a Course Description

All course requests (except deletions) must include a course description. Course descriptions should be concise—40 words or less—and indicate the substantive content of the course. Avoid a repetition of the title. Indicate in the course description if the course can be repeated for credit, and indicate the maximum number of units that can be repeated. Unless otherwise indicated, a course is not repeatable for credit without petition.

Look in the catalog for examples of how descriptions are written and the style used in the *UCLA General Catalog*. Course descriptions are edited by the Registrar's Office for style and logical consistency. For assistance with drafting a course description, contact the Registrar's Office Publications Unit. Nonsubstantive editorial changes may be given directly to the Registrar's Office Publications Unit. Any substantive revision to a course description, other than to correct a misspelling or typographical error, must be submitted on a course approval request form through CIMS.

X. Justification for the Course

For all types of actions requested, give a brief explanation in the "Justification" section. State the course objectives. Identify effects on other courses in the department or on courses and curriculum in other departments. If the action substantially affects other departments, the department chairs must be consulted and their responses summarized in the "Justification" section.

A. New Courses

For new courses, the justification should indicate the role of the proposed course in the overall department's or program's offerings. Does the course represent a specialty area in which no course is currently offered? Does the course represent a reorganization or consolidation of material from existing courses? Does the course form part of a new program of study? Is it a service course or one required for the major? Will the topics vary significantly by instructor? If so, the scope and examples of such topics should be indicated. For courses involving fieldwork, the nature, extent, and supervision of the

fieldwork as well as its importance to the overall objectives of the offering should be defined.

B. Revised Courses with Substantive Changes

For courses which involve substantial changes in content, sufficient information in the "Justification" section must be given to make an informed decision. A statement of purpose of the revised objectives of the course must be provided. If the proposed course has been approved by a department or program curriculum committee, a statement from that committee should be cited.

C. Undergraduate Courses Concurrent with a Graduate Course

For a concurrent course, the amount of activity and level of performance required of a graduate student must exceed that of an undergraduate. The character of this difference must be clearly stated in the justification. The difference in the work for a graduate student must be substantive.

An example of differences in types of activity and level of performance: In a Comparative Literature course, graduate students might be required to read the literature in the original language, whereas the undergraduates could read it in translation. In addition, while all students would attend the same series of general lectures, the graduate students would meet an additional hour each week for discussion of problems relating to the original text.

D. Repeated Units

If a course may be repeated for credit, the number of times it may be repeated or the maximum number of units for repeat must be indicated in the description on the course form. A request for more than two repetitions for credit must be explained in the "Justification" section.

E. In Progress Grading

Specific reasons for "In Progress" grading must be given in the "Justification" section. The Undergraduate Council Curriculum Committee's policy is not to approve In Progress grading for upper-division tutorial courses (195-199) or honors research courses.

F. Academic Impact Statement

If curricular changes significantly affect other departments or programs, a statement explaining the impact of the course changes must be stated in the "Justification" section. Explain the rationale for the changes. Indicate if the course is used in other departments' or programs' major requirements or course requisites. Indicate if the change affects a GE course. Affected departments or programs should be notified and memos from affected departments and programs should be submitted to the appropriate Faculty Executive Committee (FEC). Example of a significant change: the Chemistry 10 series was renumbered to a 14 series, and content was reorganized. This affected about 20 departments or programs and numerous course requisites. Such changes require coordination. Contact the Registrar's Office Publications Unit for assistance with researching affected programs and courses.

For curricular changes that involve a large number of course forms, a schematic showing the changes and their implementation dates should be submitted to the College or School FEC and to the Registrar's Office.

XII. Required Syllabus

In order for course proposals to receive proper evaluation, sufficient syllabus material must be presented for review. A syllabus is required for a new course, a course that has been substantially revised, or for a course that has changed units. A syllabus is also required for all concurrent course revisions. The syllabus generally includes the following items:

1. Title of the course and course number
2. Course objectives and expanded course description
3. Weekly topics
4. Course assignments
5. Grading structure (i.e., how the final grade is determined and the weight of each grading component)
6. Reading list
7. If the course has a concurrent graduate-level listing, the graduate workload expectations must be detailed separately from the undergraduate workload.
8. If the course has increased or decreased units, an explanation of the student workload (in and out of class) must be detailed.
9. For a variable topics course or an upper-division tutorial course, a sample syllabus or contract must be included.

XIII. Grading Structure

Indicate the grading structure of the course and how students are evaluated. State how many midterms, papers, or finals are required and the weight each is given to calculate the final grade. For concurrent courses, a separate graduate grading structure must be stated.

XIV. Effective Term

The starting or effective term for a course action must be specified. The effective term is the term in which the course or course change begins. The effective term must be indicated in order for the course to be entered into the Student Records System. If the effective term needs to be adjusted, department or program staff may contact the Registrar's Office Scheduling Unit who coordinates the adjustment. For one-time-only or limited one-year offerings, indicate a discontinue term. Once enrollment begins, no changes in grading basis, class type, units, title, or number may be made to courses offered for that term. Retroactive effective term changes are not approved once students have enrolled.

XV. Course Instructors

Course instructors must be assigned in accordance with Senate policies and regulations and indicated on the course form. The Undergraduate Council stresses that an appropriate supervisory faculty member of the department/program must be both responsible for and actively involved in upper-division tutorial courses. The Council also considers supervision particularly important for variable topics courses and for courses involving fieldwork. The instructors who are "in charge" of a course must be listed on the course approval request form along with their appropriate academic titles. For courses such as these, the chair of the department or program is usually listed as the instructor.

XVI. Required Authorizations or Approvals for Course Requests

The following authorizations or approvals are required on course requests: (1) the chair of the department or authorized designee, (2) the chair of the College or school Faculty Executive Committee or authorized designee, and in some cases, (3) the Undergraduate Council Curriculum Committee chair or co-chair or a representative from the Undergraduate Council. For concurrent courses, the approval of the dean or dean's designee is required. There may be additional internal approval required that are specific to the College or the schools. The FEC coordinator directs these internal routings.

Course approval requests for multiple-listed courses must have authorizations or approval from each participating department or program chair or their authorized designee. Forms without all necessary authorizations are considered incomplete and are returned to the originating unit.

A CIMS routing screen guides users through selecting a name and a role for the person responsible for approval. With the permission of the appropriate responsible person, designees may submit forms on their behalf. In that case, the name of the person responsible and that person's role must be stated in the comment box on the CIMS form. See the CIMS routing help for more information.

In accordance with the delegation of authority approved at the Los Angeles Division Assembly meeting, May 28, 1998, the College or school Faculty Executive Committee may exercise approval authority for certain course actions, in which case the Undergraduate Council Curriculum Committee authorization or signature may not be required. See the delegation guidelines in Part II of this guide.

Part VI: Undergraduate Program Approval Process and Routing

The Undergraduate Council, in consultation with the Faculties, and the College and school Faculty Executive Committees, makes policy for undergraduate education at UCLA and advises the Chancellor on all matters pertaining to undergraduate education. It recommends to the Legislative Assembly undergraduate programs leading to new degrees; authorizes, supervises, and regulates all undergraduate courses and programs of instruction and preparatory education and may suspend or withdraw approval of undergraduate courses subject to appeal to the Legislative Assembly. It acts for the Los Angeles Division in the approval of undergraduate majors and in the approval or discontinuation of submajors, including specializations, concentrations, and minors. (See Senate Regulation 65.1 A-B)

At the May 1997 Statewide Assembly meeting, members approved bylaw changes (Bylaws 20 and 330) that permit delegation of final authority for some portion of a standing committee's responsibilities. The Undergraduate Council voted unanimously on April 10, 1998, to approve changes to Bylaw 65.1 to allow delegation of approval for some course and program actions to the appropriate Faculty Executive Committees. The Los Angeles Division Legislative Assembly approved these changes at their May 26, 1998, meeting. See the delegation guidelines in Part II of this guide. **The Senate is the office of record for undergraduate programs.**

New Undergraduate Degree Programs

New undergraduate program proposals are usually initiated from a department or program. After preparing a proposal describing the new program, the chair sends a memo requesting the new program to the College or school Faculty Executive Committee. The FEC coordinator facilitates routing to the appropriate deans and review committees. **During this phase the proposal is submitted to the Office of Academic Planning and Budget for an enrollment and resource analysis and the analysis becomes part of the proposal packet.**

After FEC approval, the proposal is routed to the Undergraduate Council for approval. The Undergraduate Council consults with the Office of Analysis and Information Management and relevant committees of the Senate, such as the Executive Board, Council on Planning and Budget, Rules and Jurisdiction, and the Graduate Council. These committees may, in turn, ask for additional information from the originating department or the dean. For specific proposal requirements, refer to Part VII of this guide for policies and procedures for submitting new program proposals.

New Interdepartmental Degree Programs

A proposal to establish a new Interdepartmental Degree Program (IDP) is formulated by an ad hoc planning committee of interested UCLA faculty. Interdepartmental program proposals must be supported by departmental letters of commitment and letters of commitment from the sponsoring dean(s). New IDP proposals follow the same approval and routing process as new degree proposals. For specific IDP proposal requirements, refer to Part VIII of this guide for policies and procedures for submitting Interdepartmental Degree Program proposals.

Changing Existing Degree Program Requirements

Requests to change existing program requirements are sent via memo from the program chair to the chair of the College or school Faculty Executive Committee (FEC). The FEC is delegated to make final approval for most changes. Approved requests are sent directly to the Registrar's Office for processing and publication, and a notice of FEC approval is sent to the Undergraduate Council office for their records. See Part II of this guide for delegation guidelines.

New Minor Programs

A proposal to establish a new minor program is formulated either by an existing department or program chair or, in the case of an independent minor, an ad hoc committee. Proposals are sent to the College or school Faculty Executive Committee where they are evaluated and routed to the Undergraduate Council.

Deleting a Minor

A proposal to delete a minor is sent to the College or school Faculty Executive Committee. State the effective date of deletion and any grandfathering provisions for existing students in the minor. The FEC evaluates the request and is authorized to make a final decision to delete a minor. The FEC sends notification of their decision to the Undergraduate Council and to the Registrar's Office. Notification should be given to relevant units and staff when the deletion would substantively affect their programs, students, or course offerings.

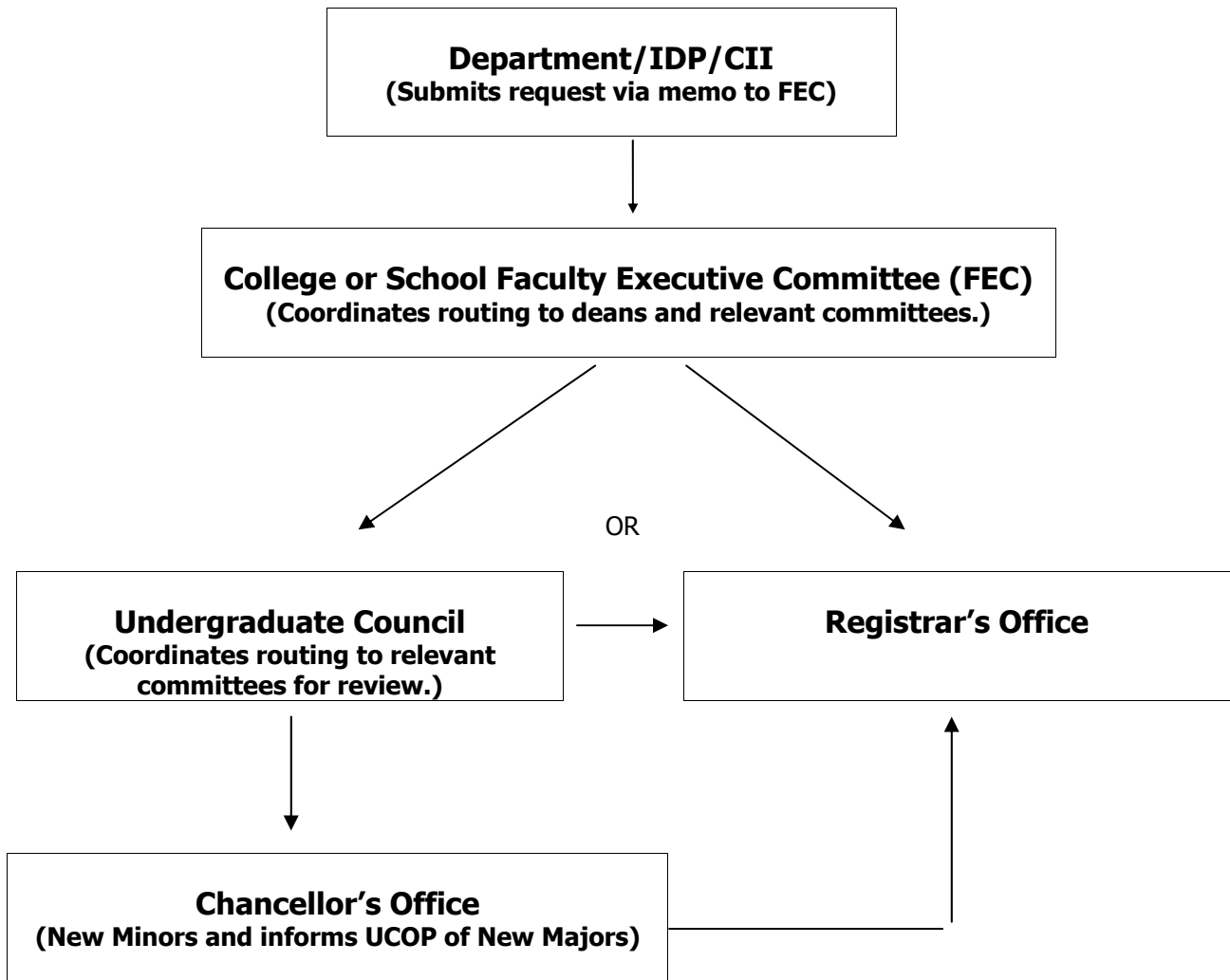
Deleting a Degree Program

Deleting a degree program is governed by Appendix V of the *UCLA Manual of the Los Angeles Division of the Academic Senate*.

Academic Impact Statement

If curricular changes significantly affect other departments or programs, a statement explaining the impact of the changes must accompany the approval request. Explain the rationale for the changes. Affected departments or programs should be notified and memos from affected departments and programs should be included. If a program is to be deleted, indicate if students are currently in the program and if so, how long they will have to complete the program.

Table 6: Routing for Undergraduate Program Approval



"With the exception of undergraduate degree programs involving a title unique to the campus, all actions involving undergraduate degree programs are carried out on the nine established campuses. That is, creating a new undergraduate degree program, changing the name of an existing undergraduate degree program, and consolidating, transferring, or discontinuing an existing undergraduate degree program are campus decisions and there is no systemwide review of them. If approved by the responsible divisional Academic Senate committee and supported by the campus administration, a proposed action involving an undergraduate degree program is implemented." (*Compendium: Section II.A. Undergraduate Degree Programs*)

For actions delegated to the Faculty Executive Committees, see Part II, Delegation Guidelines.

For detailed routing charts, see the *Procedural Manual for the Review of Proposals for Academic Programs and Units*, available on the UCLA Academic Senate homepage <http://www.senate.ucla.edu/>.

Part VII: New Undergraduate Degree Proposals

Campus Five-Year Perspective

The Five-Year Perspectives, which each campus submits annually to UCOP, serve several purposes. They provide the information needed to prepare the Five-Year Perspective that UC is required to submit each year to the California Postsecondary Education Commission (CPEC). CPEC uses this information in its annual review of the plans of all three public institutions of higher education (California Community Colleges, California State University, and University of California). The Five-Year Perspective also provides each campus with information that should be useful in its long-range planning. Moreover, analysis of the Five-Year Perspectives from all UC campuses provides an opportunity to promote the coordination, synergy, and specialization possible when UC operates as a system of inter-related campuses. The preliminary picture that the Five-Year Perspectives provide is especially useful, because intercampus communication and systemwide perspectives are most valuable early in the campus process of developing any proposal.

By February 1, each campus submits materials that provide a five-year projection of anticipated actions to create, transfer, consolidate, disestablish, or discontinue undergraduate degree programs, graduate degree programs, schools and colleges, ORUs, and MRUs. The campus submission includes a list of all such projected actions for the next five years and short descriptions of those actions for which proposals should be ready in the next year or two. An updated *Campus Five-Year Plan* is submitted each December by the UCLA Office of Academic Planning and Budget. Programs listed in the Five-Year Perspectives receive expedited review by systemwide committees.

New programs proposals are submitted Academic Planning and Budget in one- to two-page descriptions of the proposed new academic program and address the following points:

1. Name of the program and proposed degree (e.g., Marine Biology, B.S.)
2. Description and reason for proposal
3. Relationship to existing campus programs and mission critical role of proposed program in fulfilling campus academic plan
4. New staff and facility requirements
5. Anticipated funding strategies to support new program
6. Planned implementation date
7. UC campuses and other California institutions offering similar programs
8. Employment opportunities
9. Status of the proposal

Note: Under this expedited review, California Postsecondary Education Council (CPEC) has agreed to waive review of all proposed baccalaureate programs. For details on the universitywide review processes, accelerated reviews, and the Campus Five-Year Plan, see [The Compendium](#).

Proposals for New Degree Programs

Full proposals for new undergraduate degrees must receive College or school dean's approval, Faculty Executive Committee approval, and Undergraduate Council approval. Proposals should contain information about why the program is needed, the degree requirements written in catalog format, what staff, faculty, and facility resources will be required, what enrollments are expected, and what support is available from the UCLA libraries. Letters of support from sponsoring dean(s) must be included. If changes need to be made to Senate regulations, submit proposed language for the changes. For detailed routing charts, see the *Procedural Manual for the Review of Proposals for Academic Programs and Units*, available on the UCLA Academic Senate homepage <http://www.senate.ucla.edu/>.

Effective Date

Indicate in all proposals the quarter the new program or change is to be effective.

Sample Organization for New Undergraduate Program Proposals

The following sections are intended as a guide in preparing new undergraduate program proposals.

Proposal for a New Undergraduate Degree Program

(Degree) Program in _____

Submitted by _____, Chair

(Department and date submitted)

Proposal Table of Contents

<u>Section</u>	<u>Page Number</u>
Section 1: Introduction and Rationale for New Degree	
Section 2: Program Requirements/Catalog Copy	
Section 3: Academic Staff and Organizational Structure	
Section 4: Proposed Courses	
Section 5: Resource Requirements and Enrollment Plan	
Section 6: Changes in Senate Regulations	
Section 7: Library Support	
Enclosures: Letters of Support Supporting Documents or Studies	

Section 1: Introduction and Rationale for New Degree

In proposal section 1, provide a statement setting forth the rationale for the establishment of a new degree program. Statements should cover the following points:

1. Aims, objectives, and distinctive features of the program
2. Historical development of the field
3. Timetable for development and evaluation of the program
4. Relationship of the proposed program to existing programs on campus and to proposals listed in the *Five-Year Campus Perspectives* (Note: If program is not listed in the *Five-Year Campus Academic Plan* on file with UC Systemwide, why is it important that it be begun now? Provide evidence of high campus priority.)
5. Detail opportunities for placement of graduates.

Section 2: Program Requirements/Catalog Copy

In proposal section 2, provide a detailed statement of program requirements. Refer to regulations of the Academic Senate, Los Angeles Division, for specific College and school regulations that govern programs (e.g., minimum and maximum unit requirements). The statement should cover the following:

1. Preparation for the major. Indicate the number of units (not the number of courses) and GPA required.
2. Major requirements including elective requirements (indicate number of units, not number of courses). Include requirements for
 - a. Specific fields of emphasis (e.g., concentrations, allied fields, distributions)
 - b. Special requirements (e.g., projects, examinations, audition, thesis)

Note: This section should be written in catalog copy format accompanied by explanations or justification for requirements. See the *UCLA General Catalog* for general style guidelines or contact the text editor in the Registrar's Office Publications Unit for assistance with catalog style and formatting for catalog copy.

Section 3: Academic Staff and Organizational Structure

In proposal section 3, provide a statement detailing faculty staffing and organizational structure for the proposed program. This section should include a list of core faculty members, their ranks, their highest degrees and other professional qualifications, and a citation of no more than five recent publications for each. Data concerning faculty should be limited to that information pertinent to the evaluation of faculty qualifications.

Section 4: Courses

In proposal section 4, provide a list of present and proposed lower- and upper-division courses. Include number of units and proposed instructors. Include current course descriptions. Descriptions are available in the online catalog at <http://www.registrar.ucla.edu/catalog/updates>.

If the program includes courses and faculty participation from related fields or other departments, letters of agreement must be included from those responsible for approving such cooperative arrangements.

Course Number	Course Title	Units	Instructor
Psychology 34	Mind Over Matter	4	Joe Bruin
Mathematics 65	Numbers	4	Josie Bruin

Note: Course and program approval are separate processes. Course descriptions and syllabi for all proposed new courses must be included with the program proposal. After approval, the course requests must be submitted through the online application, CIMS.

Section 5: Resource Requirements and Enrollment Plan

In proposal section 5, provide the following:

1. An explanation of the intended method of funding the new program for the first five years. If no new resources are required, it is assumed that some internal reallocation will occur. Demonstrate how this is to be accomplished, indicating the units and budgets affected. If new resources are required, estimate the additional costs of the program, by year for the first five years, and indicate the intended method of meeting these additional costs. The following categories should be included in presenting this analysis:
 - a) Allocation of permanent and temporary faculty FTE
 - b) Instructional equipment (computers, audio-visual equipment, laboratory equipment)
 - c) Space requirements
 - d) Staff and advising resources
 - e) Other operating costs
2. Projected enrollments by year for the first five years. If enrollment quotas have been established for the already established programs affected by this proposal, state which programs will have their enrollments reduced in order to accommodate the proposed program.

Section 6: Changes in Senate Regulations

In proposal section 6, provide a statement indicating whether or not any changes will be required in the Academic Senate regulations at the UCLA Division level or in the Systemwide Senate Assembly level. If so, the complete text of the proposed amendments or new regulations should be provided. Assistance with this section can be obtained from the Undergraduate Council Office.

Section 7: Library Support

Include in proposal section 7, a statement indicating discussions with the library of the proposed program. Briefly summarize the library's response indicating the current library resources in the area of the new program and the level of commitment on the library's part to develop further holdings in consultation with the program's faculty.

Part VIII: New Interdepartmental Program Degree Proposals

An Interdepartmental Degree Program (IDP) is a degree program that draws on the resources of several departments to offer a unique educational experience. Interdepartmental Degree Programs are approved with the understanding that a commitment to the program exists on the part of the supporting departments and the College or school dean.

The Undergraduate Council affirms its responsibility for ensuring the quality of Interdepartmental Degree Programs. This responsibility extends beyond the initial review for approval and is considered to be particularly relevant at the time of the eight-year reviews.

The Undergraduate Council cannot assume that a letter from the chair of a department, by itself, constitutes a commitment for resources. A chair's letter may not bind the department in perpetuity and, in any case, the supporting department may wish to review periodically its commitment to an Interdepartmental Degree Program.

Accordingly, the Undergraduate Council requires a statement from each supporting department, according to the following guidelines, at the time of proposal of a new Interdepartmental Degree Program, and at each subsequent eight-year review. Failure to secure such commitments is construed as an indication of withdrawal of support by participating departments, and places the future of the Interdepartmental Degree Program in doubt; it may serve as grounds for discontinuance of the degree program.

It is the responsibility of the proposing ad hoc committee or administrative committee of an interdepartmental program to secure the statements of commitment from participating departments and College or school deans. Such statements must be obtained from each department that will carry a major share of the instructional burden or that otherwise commits to make significant contributions to the program. These statements should be in the form of letters to the chair of the Undergraduate Council.

Ad hoc Planning Committee for Proposing a New IDP

A proposal to establish a new Interdepartmental Degree Program is formulated by an ad hoc planning committee of interested UCLA faculty. A proposal for a new IDP is similar to one for a new department program; however, because of the nature of an IDP, the proposal requires a section consisting of letters of commitment from supporting departments and from the College or school dean.

Use the following organization and format as a guide to submitting IDP proposals. The samples of wording for departmental letters reflect different levels of support and commitment that might be reflected in commitment letters. The letters must provide a clear picture of the extent of the department's and College's or school's commitment to the new program.

For detailed routing charts, see the *Procedural Manual for the Review of Proposals for Academic Programs and Units*, available on the UCLA Academic Senate homepage <http://www.senate.ucla.edu/>.

Effective Date

Indicate in all proposals the quarter the new program or change is to be effective.

Sample Organization for New Undergraduate Interdepartmental Program Proposals

The following sections are intended as a guide in preparing new undergraduate Interdepartmental Degree Program proposals.

Proposal for an Interdepartmental Degree Program

(Degree) Program in _____

Submitted by _____, Chair

(Ad hoc committee, date submitted)

Proposal Table of Contents

<u>Section</u>	<u>Page Number</u>
Section 1: Introduction: Rationale for New IDP Degree	
Section 2: Program Requirements/Catalog Copy	
Section 3: Resource Requirements and Enrollment Plan	
Section 4: Summary of IDP Courses	
Section 5: Summary of Participating IDP Faculty	
Section 6: Recommendations for Initial Administrative Committee . . .	
Section 7: Changes in Senate Regulations	
Section 8 Library Support	
Section 9: Letters of Commitment from Supporting Departments . . .	

Enclosures: Course Descriptions and Syllabi for New Courses

Section 1: Introduction and Rationale for New Interdepartmental Degree

In proposal section 1, provide a statement setting forth the rationale for the establishment of a new Interdepartmental Degree Program. Statements should cover the following points:

1. Aims, objectives, and distinctive features of the program
2. Historical development of the field
3. Timetable for development and evaluation of the program
4. Relationship of the proposed program to existing programs on campus and to proposals listed in the *Five-Year Perspectives* (Note: If program is not listed in the *Five-Year Campus Academic Plan* on file with UC Systemwide, why is it important that it be begun now? Provide evidence of high campus priority.)
5. Detail opportunities for placement of graduates
5. Evidence that the various participating disciplines contribute to the total program in such a way that the student cannot otherwise achieve the necessary knowledge without substantial study in two or more established departments

Section 2: Program Requirements/Catalog Copy

In proposal section 2, provide a detailed statement of program requirements. Refer to regulations of the Academic Senate, Los Angeles Division, for specific College and school regulations that govern programs (e.g., minimum and maximum unit requirements). The statement should cover the following:

1. Preparation for the major. Indicate the number of units (not the number of courses) and GPA required.
2. Major requirements including elective requirements (indicate number of units not number of courses). Include requirements for
 - a. Specific fields of emphasis (e.g., concentrations, allied fields, distributions)
 - b. Special requirements (e.g., projects, examinations, audition, thesis)

Note: This section should be written in catalog copy format accompanied by explanations or justification for requirements. See the *UCLA General Catalog* for general style guidelines or contact the text editor in the Registrar's Office Publications Unit for assistance with catalog style and formatting for catalog copy.

Section 3: Resource Requirements and Enrollment Plan

In proposal section 3, provide projected enrollments by year for the first five years. If enrollment quotas have been established for already established programs affected by this proposal, state which programs will have their enrollments reduced in order to accommodate the proposed IDP.

Detail any additional resources required other than those pledged to the IDP from supporting departments and indicate the funding for those resources.

Section 4: Summary of IDP Courses

In proposal section 4, provide a summary (collated from departmental letters of support) of required and elective courses used in the program. Indicate the last time they were offered and the number enrolled. For most courses, this information can be found in CIMS inventory reports.

Subject Area	Course Number	Course Short Title	Last Offered	Number Enrolled
Political Science	6	INTRO-DATA ANALYSIS	O4F	53

Section 5: Summary of Participating IDP Faculty

In proposal section 5, provide a summary (collated from departmental letters of support) of faculty from all supporting departments who have agreed to participate in the proposed IDP. Indicate core faculty who have agreed to participate on the administrative committee and are available to teach in the IDP on a frequent basis. Indicate administrative faculty who willing to participate on the IDP faculty advisory committee at some future time. Indicate affiliated faculty who give courses in fields related to the proposed IDP but who are not able to participate as core faculty or on an administrative committee.

Name	Rank	Field	Participation Level
Joe Bruin	Professor	Anthropology	Core Faculty

Section 6: Recommendations for Initial Administrative Committee

In proposal section 6, provide a list of faculty members who are willing to serve on the initial faculty advisory committee for the IDP. The proposed committee should reflect representation from participating departments. The committee names will be submitted to the governing College or school Faculty Executive Committee for their approval and appointment.

Section 7: Changes in Senate Regulations

In proposal section 7, provide a statement indicating whether or not any changes will be required in Academic Senate regulations at the UCLA Divisional level or at the Senate Assembly level. If so, the complete text of the proposed amendments or new regulations should be provided. Assistance with this section can be obtained from the Undergraduate Council Office.

Section 8: Library Support

In proposal section 8, provide a statement indicating discussions with the library about the proposed IDP and what resources would be required. Briefly summarize the library's response indicating the current library resources in the area of the new program and the level of commitment on the library's part to develop further holdings in consultation with the IDP advisory committee.

Section 9: Letters of Commitment from Supporting Departments

Proposal section 9 is comprised of letters of commitment from departments willing to support and participate in the IDP. The letters indicate the level of departmental commitment and are used by the Undergraduate Council's Curriculum Committee in its decision to approve an IDP. Each supporting department's letter should cover the following: chair's commitment of support and record of departmental vote; summary of extent of department commitment; and analysis of budgetary implications.

Chair's Letter of Support and Department Vote

A letter from the department chair must state that the IDP proposal has been discussed with the entire faculty of the department (not just those who will participate), and that the precise nature of the departmental commitment has been clearly spelled out.

The chair's letter must indicate that the faculty members of the department were given an opportunity to vote on whether or not the department should participate in the program and whether or not it should make the commitments indicated in the proposal. The letter must state the outcome of the department vote: the tally and the number voting. The letter must also state that those dissenting in the vote were invited to state their opposition in the form of a minority report to the Undergraduate Council. The report will be kept confidential and anonymous if the authors so desire, and the chair must so state at the time an invitation to file a minority report was extended.

Summary of Extent of Departmental Commitment

Indication of the extent of departmental commitment must be included in each department's supporting documentation. The following commitments must be addressed: level of course support, enrollment access to department courses, access to departmental advising staff, and extent of space, equipment, and facilities support.

Analysis of Budgetary Implications for the Supporting Department

Include a statement of the budgetary impact of the new IDP degree program for the supporting department. Indicate if new funding will be required. Indicate if extramural sources of funds will be needed and strategies for budgeting the new degree.

Part IX: Changing Existing Degree Requirements

To change existing degree requirements, the chair of a department or program writes a memo to the College or school Faculty Executive Committee (FEC) detailing the changes and giving a rationale for the changes. The Faculty Executive Committee is delegated authority to make final approval for the following changes. Changes other than these, such as name changes must also have the approval of the Undergraduate Council.

1. Changing the number of units in a program provided the total units are within Senate requirements for minimum and maximum unit limitations for a major
2. Adding or deleting approved courses in a major

When submitting a request for change, include the present catalog text and the proposed catalog text with the changes clearly marked. In addition, a current copy of the entire department catalog text must be included. The most recently approved text is online in either the archival catalog or in catalog updates. See <http://www.registrar.ucla/catalog>. Give a justification for the change.

Format for Showing Degree Requirement Changes

Use a two-column "Present" and "Proposed" format to show the changes or use a compare document technique such as the strikeout and underline method to indicate changes. Copy to be deleted is crossed out, copy to be added is underlined. This allows reviewing committees to see where the changes were made and expedites the editing and publication of program changes. For assistance with formatting catalog text or for instructions about setting up a present and proposed format, contact the Registrar's Office Publications Unit.

Effective Date

Indicate in all proposals the quarter the new program or change is to be effective.

Sample Format Showing Requirement Changes: Stacked Format

Present Catalog Copy

Preparation for the Major

Required: History 1A-1B-1C; ~~two~~ courses from Art History ~~50~~, 51, 54, 57; ~~one~~ course from Art History 55A, 55B, 56A, 56B.

Proposed Catalog Copy

Preparation for the Major

Required: History 1A-1B-1C; three courses from Art History 50A, 50B, 51, 54, 57; two courses from Art History 55A, 55B, 56A, 56B.

Explanation

More courses are needed to prepare students for successful completion of the major. Art History 50 has been renumbered to Art History 50A and 50B.

Sample Memo Showing Requirement Changes: Two-Column Format

MEMORANDUM

TO: Robert N. Watson, Chair
Letters and Science Faculty Executive Committee

FR: Robert L. Brown, Acting Chair
Art History Department

RE: Proposal to change Preparation for the Major requirements for the
Art History Major

The Art History Department requests approval to change Preparation for the Major requirements for the Art History major. We request that the changes be effective Fall Quarter 1998.

Present

Preparation for the Major

Required: History 1A-1B-1C; **two** courses from Art History **50**, 51, 54, 57; **one** course from Art History 55A, 55B, 56A, 56B.

Proposed

Preparation for the Major

Required: History 1A-1B-1C; **three** courses from Art History **50A, 50B**, 51, 54, 57; **two** courses **s** from Art History 55A, 55B, 56A, 56B.

Explanation

Additional courses are needed to prepare students for successful completion of the major. Art History 50 has been renumbered to Art History 50A. No new resources will be needed to make this change.

Part X: Undergraduate Minor Legislation

Legislation Establishing Minors and Phasing out Specializations

In its June 7, 1994, report to the Legislative Assembly, the Committee on Educational Policy (CEP) summarized the rationale for establishing minors and strongly recommended that specializations be phased out and replaced where possible with minors. The following are excerpts from that report:

“In regard to specializations, the CEP membership acknowledged that minors are better understood outside UCLA and are likely to offer students more currency in advancing their academic and professional careers.”

“At its meeting of May 6, 1994, the Committee on Educational Policy approved the following establishing legislation allowing for the adoption and implementation of undergraduate minors for the UCLA campus. Departments/programs currently offering specializations . . . should, where appropriate, revise their curriculum to institute a minor in the place of the specialization. When a minor is proposed to replace an existing specialization, the proposal for the minor must include a provision for discontinuing the specialization.”

At the Legislative Assembly meeting of June 7, 1994, the UCLA Academic Senate approved legislation to establish minors. Subsequently, on April 13, 1995, the Executive Board of the Senate approved revisions to the legislation. On April 17, 1995, the Committee on Rules and Jurisdiction ruled that the revised legislation is consonant with UCLA Divisional and UC Systemwide regulations.

A-347. Any department or Interdepartmental Degree Program (IDP) in the College or schools may institute an undergraduate minor in its subject area according to the following stipulations.

- (A) Criteria for admission to a minor will be established and controlled by the department or IDP offering the minor.
- (B) The minor will have a requirement of no fewer than seven courses or 28 quarter units and no more than nine courses or 36 quarter units. For seven- or eight-course minors, at least five courses must be upper division and for nine-course minors, six must be upper division. Requirements for the minor must be published in the General Catalog by the department or IDP offering the minor.
- (C) Only programs which are impacted may establish minimum grade-point averages for entry to the minor. The minimum grade-point average must be the same as those for the major in the department or IDP. In the absence of a major, the program must present justification for its minimum GPA.
- (D) Proposals to establish minors, including the course requirement and admission criteria, must be approved by the Faculty of the school or College in which it will be offered and by the Curriculum Committee of the Undergraduate Council prior to any action on the part of the department or IDP to admit students to the minor. Satisfactory completion of a minor will be reflected on the transcript and diploma.

Part XI: New Undergraduate Minor Proposals

New Minors within and Existing Department or Program

Proposals for new minors submitted by a department or program should be submitted to the chair of the College or school Faculty Executive Committee (FEC). Proposals should state the minor requirements and cover the points listed below. After the College or school FEC approves the minor, a memo indicating approval is sent to the Undergraduate Council. After Undergraduate Council approval, notice is sent to the Registrar's Office.

The Undergraduate Council strongly recommends that if a department or program has an existing specialization, the specialization should be discontinued and a minor established. Request for the discontinuation of the specialization should be included in the memo requesting a new minor. The proposal should include the following:

1. Rationale

Provide a rationale for the combination of lower- and upper-division courses proposed for the minor (i.e., the disciplinary coherence of the minor, the need to individualize according to students' goals, etc.).

2. Resources and Enrollment

Provide an analysis of the resources needed to support the minor (e.g., faculty, advisers). This is especially important if there is no existing undergraduate program in place. Provide an estimate of the maximum number of students the department program is able to admit to the minor each year and the total it can support in the minor at any given time.

3. Special Requirements

Indicate in the proposal whether the minor has special restrictions or requirements. For example, programs which have been designated "impacted" may establish a required GPA for admission to the minor. If "P/NP" grades are allowed, specify the maximum number of courses allowed to be taken with this grading. Indicate if admission to the minor will be relatively pro forma or whether admission will be competitive and involve other criteria. State how many courses may overlap with the major.

4. Catalog Copy

Provide the minor requirements in catalog format as shown in the following sample. Contact the text editor in the Registrar's Office Publications Unit for assistance with writing catalog copy. In addition, a current copy of the catalog text must be included. The most recently approved text is online in either the archival catalog or in catalog updates. See <http://www.registrar.ucla/catalog>. Give a justification for the change.

New Independent Minors

Proposals for new independent or "free-standing" minors (i.e., minors not associated with a particular department or program) are formulated by an ad hoc committee of interested faculty. Proposals must include all of the above requirements plus letters of commitment from the College or school dean and letters of support from departments similar to letters of support for establishing an IDP. The proposal should include a recommendation for a faculty administrative committee to oversee the minor. The College or school Faculty Executive Committee gives final approval of the Faculty Advisory Committee members. Members are approved yearly.

Effective Date

Indicate in all proposals the quarter the new program or change is to be effective.

Sample Catalog Copy for a New Minor

American Indian Studies Minor

The American Indian Studies minor is designed for students who wish to augment their major program of study in the College of Letters and Science with a group of related courses from various disciplines germane to American Indian studies. The minor exposes students to Indian-related research and literature in a number of different disciplines, such as anthropology, economics, history, political science, sociology, and theater.

To enter the minor, students must be in good academic standing (2.0 grade-point average), have completed 45 units, and file a petition at the American Indian Studies Center, 3220 Campbell Hall, (310-206-7511). All degree requirements, including the specific requirements for this minor, must be fulfilled within the unit maximum set forth by the College of Letters and Science.

Required Lower Division Course (4 units): American Indian Studies 10 with a grade of C or better.

Required Upper Division Courses (28 units): Seven courses selected from the following: (1) one American Indian languages and communication systems course (Anthropology C144 or Linguistics 114); (2) three history and social sciences courses from Anthropology 113Q, 113R, 114P, 114Q, 114R, 158, 172R, History 157A, 157B, 165C, Sociology M161, Women's Studies 130; (3) three humanistic perspectives on language and expressive culture courses from Art History C117A, C117B, C117C, 118D, English 106, 180X, Ethnomusicology 106A, 106B, Theater 103F, World Arts and Cultures C109B.

A minimum of 20 units applied toward the minor requirements must be in addition to units applied toward major requirements, and at least 16 units applied toward the minor must be taken in residence at UCLA. Transfer credit for any of the above is subject to departmental approval; consult the interdepartmental adviser before enrolling in any courses for the minor.

All minor courses must be taken for a letter grade, with a minimum grade of C (2.0) in each and an overall C average. Successful completion of the minor is indicated on the transcript and diploma.

Catalog Copy Format

⇐ **Brief introductory section**

⇐ **Admission requirements for the minor**

⇐ **Lower-division courses for the minor**

⇐ **Upper-division courses for the minor**

⇐ **Special requirements for the minor**

Note: Avoid using second person (you) or future tense (will) when writing catalog copy.

Part XII: Changing Existing Minor Requirements

A proposal requesting approval for changes to an existing minor should be in the form of a memo from the department or program chair detailing the changes and giving a rationale for the change. Address the memo to the chair of the College or school Faculty Executive Committee (FEC). The College or school FEC is delegated authority to take final action on the following changes to minors:

1. Changing the number of units, consonant with Senate regulations
2. Adding or deleting approved courses
3. Deleting the minor or specialization (requires submission of a brief academic impact analysis to the Undergraduate Council and relevant units and staff)

When submitting a request for change, include the present catalog text and the proposed catalog text with the changes clearly marked. In addition, a current copy of the entire catalog text must be included. The most recently approved text is online in either the archival catalog or in catalog updates. See <http://www.registrar.ucla/catalog>. This allows the reviewing committee to see where the changes were made and expedites the editing and publication of program changes. See Part XI "Changing Existing Degree Requirements" for formatting examples. Give a justification for the change.

Effective Date

Indicate in all proposals the quarter the new program or change is to be effective.

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