Guide to Graduate Course Approval

University of California, Los Angeles

March 2014

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

UCLA

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

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PART I: GRADUATE COUNCIL AND DELEGATION AUTHORITY

Graduate Council
The Graduate Council is a standing committee of the UCLA Academic Senate. In keeping with the University's commitment to the philosophy of shared governance, the Council is responsible for the establishment of policy and standards for graduate education at UCLA; the approval, review, and monitoring of graduate degree programs; and recommendations regarding fellowships and assistantships.

Committee on Degree Programs
The Committee on Degree Programs (CDP) acts on proposals for changes in degree requirements, program modifications, course approvals, appeals of students and exceptions for service on Master's and doctoral committees. It considers and recommends policy on matters of graduate education, standards of admissions, and enrollment planning.

Graduate Division
The UCLA Graduate Division is responsible for administering policy established by the Academic Senate and its Graduate Council for master's, doctoral, and graduate professional degree programs other than the professional degree programs in Dentistry, Law, and Medicine. The Division oversees graduate recruitment and admissions, including the recruitment of a diverse student body, fellowships, teaching and research assistantships and other graduate student support, and the maintenance of high quality standards in all UCLA graduate programs. The Dean of the Graduate Division also serves as Vice Provost for Graduate Education.

Delegation
The Graduate Council delegates authority to approve courses (new, revised, and deletions) and minor changes in graduate program requirements to the Graduate Division. Courses for new graduate programs or substantive or large-scale revisions to courses listed in programs requirements are reviewed by the Committee on Degree Programs and/or the Graduate Council.

PART II: ONLINE RESOURCES

Academic Senate Compendium	http://ucop.edu/academic-planning-programs-coordination/_files/documents/compendium_jan2011.pdf
Academic Senate Regulations (UCLA)	http://www.senate.ucla.edu/manual/
Academic Senate Regulations (Systemwide)	http://www.universityofcalifornia.edu/senate/manual/
AIM (Office of Analysis and Information Management)	http://www.aim.ucla.edu/
CIMS (Courses Inventory Management System)	http://www.registrar.ucla.edu/cims
Procedural Manual for the Review of Proposals for Academic Programs and Units	http://www.registrar.ucla.edu/facultystaff/AcadProgApprovProcedures.pdf
Program Requirements for Graduate Programs (Current and Archive)	http://www.grad.ucla.edu/gasaa/library/pgmrqintro.htm
SAWeb (Student Affairs Web)	http://www.registrar.ucla.edu/srweb/
TIE Codes (Total Instructional Effort)	http://www.registrar.ucla.edu/facultystaff/tiecodedefs.pdf
UCLA Catalog	http://www.registrar.ucla.edu/catalog/
UCLA Schedule of Classes	http://www.registrar.ucla.edu/schedule/
UCLA Senate Office	http://www.senate.ucla.edu/

PART III: POLICIES FOR GRADUATE COURSES

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

I.   Classification of Graduate Courses

Systemwide classification of graduate courses is governed by Senate Regulation 740 (3-6):

- Graduate courses numbered 200-299, and ordinarily open only to students who have completed at least 18 (or 12 semester) upper division units basic to the subject matter of the course. Graduate courses must be approved by the Graduate Council concerned and, if appropriate, by the Divisional Committee on Courses of Instruction. (Am 9 Mar 83)
- Professional courses for teachers numbered 300-399, offered in Departments of Education, and in other departments and specially designed for teachers or prospective teachers.
- Other professional courses numbered 400-499.
- Individual study or research graduate courses numbered 500-599 if they may be used to satisfy minimum higher degree requirements, otherwise numbered 600-699.

II.   Graduate Course Numbering Guidelines

Courses numbered in the 200-299, 400-499, and 596-599 series are ordinarily open only to students who have completed at least 18 upper division quarter units basic to the subject matter of the course.

200-Level Courses
Graduate courses and seminars that are primarily research-oriented are numbered in the 200 series and can be used to fulfill the minimum graduate course requirement of any advanced degree.

296A-Z Courses—Research Group Meeting Courses
Format: Seminar. Graduate research group meeting courses are designed to give students and faculty an opportunity to share their research topics and discuss current literature, new ideas, methodological issues, and preliminary findings and to encourage, support, and facilitate student research. Research group courses do not count toward the minimum number of units or graduate courses required for master's degrees. Courses can have 1 to 4 variable units. They may be repeated. The minimum class size is four. Grading is S/U.

300-Level Courses
Courses numbered 300-399 are professional teacher-training courses and preprofessional experience, not applicable toward advanced degree requirements.

375 Courses—Teaching Apprentice Practicum
Format: Seminar. Courses are designed for Apprentice Teaching personnel. Under the guidance of a faculty member, students typically receive guidance in preparing lessons and discussing teaching strategies, laboratory protocols, and best practices for examinations. Practicum courses (375) do not count toward the minimum number of units or graduate courses required for master's degrees. Students must have an active Teaching Apprentice appointment. Courses are 1 to 4 variable units. They may be repeated. Grading is S/U only.

400-Level Courses
Graduate courses designed for programs leading to graduate degrees other than the M.A., M.S., and Ph.D. are numbered in the 400 series. These may not be used to satisfy the minimum graduate course

requirements for M.A. or M.S. degrees.

490 Courses—Professional Communication in a Discipline
Format: Seminar. Professional communication courses are designed to train graduate students in oral and written communication skills related to specific fields or disciplines. They are not designed to give credit for general communication skills, remedial instruction, or second language instruction. The 490 courses do not count toward the minimum number of courses required for master's degrees; however, up to 4 units may be applied to elective credit. Requisites may be required. Descriptions must describe the basic materials and methodologies used and state how the course integrates instruction in oral or written communication with a specific discipline. The course description must also state the number of times the course can be repeated for credit. Courses in a sequence use A/B suffixes. Courses are usually approved for 2 units. The grading basis is S/U only.

495 Courses—Teaching Assistant Training Seminar
Format: Seminar. Courses are designed to prepare students for college-level teaching and provide professional development. They do not give credit to students for their actual teaching experience as paid Teaching Apprentices. They discuss practical and theoretical issues about teaching in a specific discipline. Courses do not apply toward minimum graduate course requirements; however, up to 4 units may be applied toward elective credit. The course description must state an organized plan of activities designed to further the student's preparation for and knowledge of teaching and the number of times the course can be repeated for credit. Courses are usually approved for 2 units. Grading basis is S/U only.

500-Level Courses
Courses at the 500 level may be used to satisfy minimum higher degree requirements.

501 Courses—Cross-Enrollment with University of Southern California
Format: Tutorial. Departments participating in the Graduate Cross-Enrollment Program with the University of Southern California (USC) use 501 courses to record UCLA student enrollment in USC courses. Students must be registered (fees paid) at UCLA. Units are variable 2 to 8 units. Credit toward a degree is limited to 8 units. See *Standards and Procedures for Graduate Study at UCLA* for program details. Grading is S/U only.

596 Courses—Directed Individual Study or Research
Format: Tutorial. Courses are individual study or research courses. The course description must specify the number of 500-series individual study courses that may be applied toward minimal course requirement for the master's degree. The number of times a student may enroll in an individual study course must also be stated in program requirements. See Divisional Senate Regulation 504. Grading is S/U or letter grade.

597 Courses—Preparation for Master's or Doctoral Qualifying Examinations
Format: Tutorial. Courses are individual study or research courses. The course description must specify the number of 500-series individual study courses that may be applied toward minimal course requirement for the master's degree. The number of times a student may enroll in an individual study course must also be stated in the description. See Divisional Senate Regulation 504. Grading is S/U or letter grade.

598 Courses—Preparation and Research for Master's Thesis
Format: Tutorial. Courses are individual study or research courses. The course description must specify the number of 500-series individual study courses that may be applied toward minimal course

requirement for the master's degree. The number of times a student may enroll in an individual study course must also be stated in the description. See Divisional Senate Regulation 504. Grading is S/U or letter grade.

599 Courses—Preparation and Research for Doctoral Dissertation
Format: Tutorial. Courses are individual study or research courses. The course description must specify the number of 500-series individual study courses that may be applied toward minimal course requirement for the master's degree. The number of times a student may enroll in an individual study course must also be stated in the description. See Divisional Senate Regulation 504. Grading is S/U or letter grade.

III.   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-listed courses 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 co-sponsoring department's course listings. The statement "Same as ....:" appears in each department's class listing.

Example

Anthropology M238 and History M260C are multiple-listed courses between departments. The partner course appears in each course description:

Anthropology M238. Native American Revitalization Movements (4).
(Same as History M260C.) Lecture, two hours; discussion, one hour. Examination of revitalization movements among native peoples of North America (north of Mexico). Specific revitalization includes Handsome Lake, 1870 and 1890 Ghost Dances, and Peyote Religion. Letter grading.

History M260C. Native American Revitalization Movements (4).
(Same as Anthropology M238.) Lecture, two hours; discussion, one hour. Examination of revitalization movements among native peoples of North America (north of Mexico). Specific revitalization includes Handsome Lake, 1870 and 1890 Ghost Dances, and Peyote Religion. Letter grading.

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1. Requests to multiple-list a course are submitted through CIMS and must be approved by each department's chair.
2. Except for the course numbers, all other specifications (e.g., title, format, prerequisites, 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.
4. Courses must be multiple listed within the same level (200 with 200, 400 with 400). A 200-level course cannot be multiple-listed with a 400-level course.

B. Concurrent Courses

Concurrent 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. Concurrent courses are subject to approval by both the

Undergraduate Council and the Graduate Division acting on behalf of the Graduate Council. Only upper-division courses can be concurrently scheduled with graduate courses. Both concurrent courses are 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.

Example

Anthropology C144 and Anthropology C243P are concurrently scheduled courses. They are in the same department, offered at the upper division and graduate level.

Anthropology C144. Native American Languages and Cultures (4)
Lecture, three hours. Requisite: course 33 or American Indian Studies M10. Introduction and comparative analysis of sociocultural aspects of language use in Native North American Indian speech communities. Specific foci include both micro- and macro-sociolinguistic topics. Micro-sociolinguistic topics are comprised of such issues as multilingualism, cultural differences regarding appropriate communicative behavior and variation within speech communities (e.g., male and female speech, baby talk, ceremonial speech, etc.). Macro-sociolinguistic considerations include language contact and its relationship to language change and language in American Indian education. Concurrently scheduled with course C243P. P/NP or letter grading.

Anthropology C243P. Native American Languages and Cultures (4)
Lecture, three hours; seminar, two hours. Preparation: prior coursework in anthropology, linguistics, or American Indian studies. Introduction and comparative analysis of sociocultural aspects of language use in Native North American Indian speech communities. Specific foci include both micro- and macro-sociolinguistic topics. Micro-sociolinguistic topics are comprised of such issues as multilingualism, cultural differences regarding appropriate communicative behavior and variation within speech communities (e.g., male and female speech, baby talk, ceremonial speech, etc.). Macro-sociolinguistic considerations include language contact and its relationship to language change and language in American Indian education. Concurrently scheduled with course C144. S/U or letter grading.

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 concurrent course ensures that students receive credit at the appropriate level.

2. Concurrent 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 "Grading Basis" and "Justification" sections of the CIMS form.

4. Suitably separate activities and standards for performance and evaluation must be applied for graduates and undergraduates. Prerequisites for the two levels may vary. 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 concurrent 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 concurrent 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 concurrent courses. The Registrar is authorized to schedule for the same time and place only those pairs of courses that have been approved for concurrent scheduling. Such courses are designated by a "C" prefix to inform students that the course is concurrently scheduled.

C. **Multiple-listed and Concurrently Scheduled Courses**
Courses can be both multiple-listed among departments or programs and concurrently scheduled within a department or program. These courses use a "CM" prefix. They must follow the guidelines for both listings.

D. **Variable Topics Courses**
Variable Topics courses cover material falling within defined topical areas. They have a general umbrella catalog description that indicates the broad scope and general topics covered. The description indicates how often the course may be repeated. The catalog description governs the units, prerequisites, and grading basis for the course. The umbrella course is approved through CIMS as a new course. When the courses are offered in a particular term, specific subtitles and brief class descriptions are submitted through CIMS variable topics forms to the Registrar's Office. Topics vary by instructor, and there can be more than one section offered under the topics course. Instructors indicate on the CIMS form if they want the generic catalog title (Topics in xxx) or the specific topic subtitle to appear on the student's transcript.

> **Example**
>
> Variable topics courses have a general catalog description, and in the term they are offered, have specific class description.
>
> **General Catalog Description**
> **Mechanical and Aerospace Engineering 298. Seminar: Engineering (2 to 4)**
> Seminar, to be arranged. Limited to graduate mechanical and aerospace engineering students. Seminars may be organized in advanced technical fields. If appropriate, field trips may be arranged. May be repeated with topic change. Letter grading.
>
> **Spring 2012 Offering**
> **Section 1**
> **Instructor:** Christopher Lynch
> **Mechanical and Aerospace Engineering 298. Fracture Mechanics (2 to 4)**
> Study of linear elastic fracture mechanics and elastic plastic fracture mechanics with applications to fracture testing and failure analysis.
>
> **Section 2**
> **Instructor:** I. Canton
> **Mechanical and Aerospace Engineering 298. Transport Phenomena (2 to 4)**
> Advanced and current study of one or more aspects of heat and mass transfer, such as turbulence, stability and transition, buoyancy effects, variational methods, and measurement techniques.

E. One-Time-Only Courses

Courses that are intended to be offered for only one term or for a very limited time 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 with a discontinued term are not generally published in the 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.

F. University Extension Courses

See *Standards and Procedures for Graduate Study* for regulations concerning credit for Extension courses. University Extension courses are governed in accordance with Senate Regulations [SR 790 – SR814]. http://senate.universityofcalifornia.edu/manual/rpart3.html#rpart3-IIIch5 University Extension courses are not submitted through CIMS.

1. University of California Extension courses equivalent to regular session courses at Los Angeles that may have credit value are designated by the same regular session course numbers with the prefix "XLC."

2. 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."

IV. 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 Graduate 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.

V. Policies Governing Five-Week/Partial-Term Courses

Generally, quarter-term courses are ten weeks. Graduate courses offered for less than a full term are permitted with the following restrictions:
- Partial-term courses must be approved by the Graduate Division, acting for the Graduate Council.
- There must be a compelling pedagogical justification for offering partial-term courses.
- The number of weeks must be listed in the course description.
- The course must be offered within the quarter calendar and the Scheduling Office must be informed.

VI. 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. Publication deadlines are different from term

enrollment deadlines. Routing and approval processes for course requests vary depending on which committees need to review the requests. Allow adequate time for the approval process.

2. Before enrollment begins, new courses can be added to the course offerings for that term, and they will be displayed in the online *Schedule of Classes* and MyUCLA.

3. Requests to change grading basis, class type, units, requisites, title, or course number are not approved after the *Schedule of Classes* goes online (two weeks before enrollment begins). Such changes become effective the following term.

    See the Schedule of Classes Production Calendar for exact deadlines.

    http://www.registrar.ucla.edu/facultystaff/productioncal.pdf

Publication	Deadline for CIMS forms
Fall *Schedule of Classes*	mid-May
Winter *Schedule of Classes*	first week of October
Spring *Schedule of Classes*	first week of January
UCLA General Catalog	mid-March

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 that has not been offered for five consecutive years is subject to cancellation. This policy is intended to ensure that students have access to courses needed for their programs and that the *UCLA General Catalog* accurately reflects curricular offerings. Justification may be required for retaining infrequently offered courses in light of the unit's overall curricular objectives and resources. The online Course Inventory Management System (CIMS) displays an inventory of courses and the last time they were offered.

3. Courses that are no longer offered must be deleted from Program Requirements as well.

Schedule of Classes	Winter 2013 Issue	Spring 2013 Issue	Fall 2013 Issue
Annual data roll (F, W, S) of the previous academic year's classes. After the roll, departments start updating class data and room and time requests	12W rolled in Feb 2012 and used as a base for 13W class update data entry	12S rolled in Feb 2012 and used as base for 13S class update data entry	**Annual Roll:** 12F, 13W, 13S rolled in early February 2013 and used for 13F, 14W, 14S data entry
CASA Algorithm starts placing classes in classrooms – primary classes (south, north) first then secondary classes	Early September 2012	Early December 2012	Late March 2013
Deadline to receive approved CIMS course forms	Oct. 5	**Jan. 4, 2013**	May 10
Deadline to return updated *Schedule* text	Oct. 5	Jan. 4	May 10
Final proofing of class listings by departments http://web.registrar.ucla.edu/socproof	Oct. 11 – 12	Jan. 10 – 11	May 16 – 17
Deadline to receive Variable Topics CIMS forms	Oct. 12	Jan. 11	May 17
Deadline for departments to e-mail course notes (placement exams & mandatory midterm dates)	Oct. 15	Jan. 14	May 20
Department access cutoff	Oct. 19	Jan. 18	May 24
Resolve class conflicts	Oct. 19	Jan. 18	May 24
Unplaced classes changed to TBA	Oct. 22	Jan. 22	May 28
Deadline to receive Course Materials Fees approval memo from Chancellor's Office	Oct. 22	Jan. 22	May 28
Download class listings for PDF *Schedule* (**noon**)	Oct. 24	Jan. 23	May 29
Schedule on web (HTML & PDF) 8 a.m.	**Mon.** Oct. 29, 2012	**Mon.** Jan. 28, 2013	**Mon.** Jun. 3, 2013
Enrollment **appointment times** available MyUCLA	Oct. 31	Jan. 30	Jun. 5
MyUCLA enrollment begins	**Nov. 13, 2012**	**Feb. 11, 2013**	**June 17, 2013**

Questions? Call the Scheduling Coordinators, Doug Thomson and Janet Bartholomew (310-825-1441) or e-mail
schedule@registrar.ucla.edu

http://www.registrar.ucla.edu/facultystaff/productioncal.pdf

VII.   Policy on Course Materials Fees

If a course receives approval for a 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/fees.html for the course materials fee policy.

VIII.   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 University-wide 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 Committee on Courses 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 Graduate 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 Assistant, Teaching Associate, and Teaching Fellow. Approval must be granted by the Graduate 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 that 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 that 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 sent to the Associate Dean of the Graduate Division accompanied by a CIMS form if the course is new or a copy of the course approval if the course already exists. The Graduate Division will do the initial screening, and then forward the requests to the Committee on Degree Programs (CDP) for consideration.
    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 Graduate 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 Graduate Council.

IX. Policy on Grading Graduate Courses

A. Graduate Grades
The work of all students at UCLA is reported in terms of grades. Instructors are required to assign a final grade for each student registered in a course. The following grades are used to report the quality of graduate student work: A (superior achievement), B (satisfactorily demonstrated potentiality for professional achievement in the field of study), C (passed the course but did not do work indicative of potentiality for professional achievement in the field of study), F (fail), I (incomplete), IP (in progress), DR (deferred report), S (satisfactory) U (unsatisfactory. The passing grades A, B, and C may be modified by plus (+) or minus (-) suffixes.

B. Grading Basis

Graduate courses may be offered for a letter grade or for S/U (Satisfactory/Unsatisfactory). Undergraduate courses are offered on a letter grade or Pass/Not pass (P/NP). For courses with optional grading such as S/U or Letter Grading, the choice of grading basis is up to the student, not the instructor.

C. Satisfactory/Unsatisfactory Grades

The grade S is assigned for a letter grade of B or better, but units earned in this manner are not counted in computing the GPA. Students receive neither units nor degree credit for a U grade. They may not elect the S/U option for Summer Sessions courses without an approved petition.

D. Term Grades

The course syllabus should be constructed so that all assigned work can be completed within the calendared term. If it is appropriate and necessary to assign work that cannot be completed within an academic term, a sequence of courses should be developed to ensure that both the instructor and enrolled students receive appropriate credit for the instructional effort. The courses in the sequence do not need to have the same format or number of units. Each course can be graded separately, or the In Progress (IP) grade can be used.

E. In Progress Grades

For certain courses extending over more than one term, evaluation of student performance is deferred until the end of the final term of the course. Provisional grades of In Progress (IP) are assigned in the intervening term(s) and are replaced with the final grade when the student completes the full sequence. The school or College faculty or the Graduate Division determines credit if the student does not complete the full sequence and petition for partial credit.

F. Incomplete Grades

The instructor may assign the Incomplete (I) grade when work is of passing quality but is incomplete for a good cause (such as illness or other serious problem). It is the student's responsibility to discuss with the instructor the possibility of receiving an I grade as opposed to a nonpassing grade. If an I grade is assigned, a student may receive unit credit and grade points by satisfactorily completing the coursework as specified by the instructor. Once an I grade is assigned, it remains on the transcript along with the passing grade a student may later receive for the course.

G. Deferred Report

Students may receive a Deferred Report (DR) grade when the instructor believes their work to be complete but cannot assign a grade because of disciplinary proceedings or other problems. If students are given a DR grade, the Office of the Dean of Students assists them in resolving the problem. For graduate students, the dean of the Graduate Division sets a deadline by which the DR lapses to an F if the problem is not resolved and a grade assigned. The DR is changed to a grade, or perhaps to an Incomplete, when the instructor provides written confirmation that the situation is resolved. The DR grade is not included in determining the grade-point average.
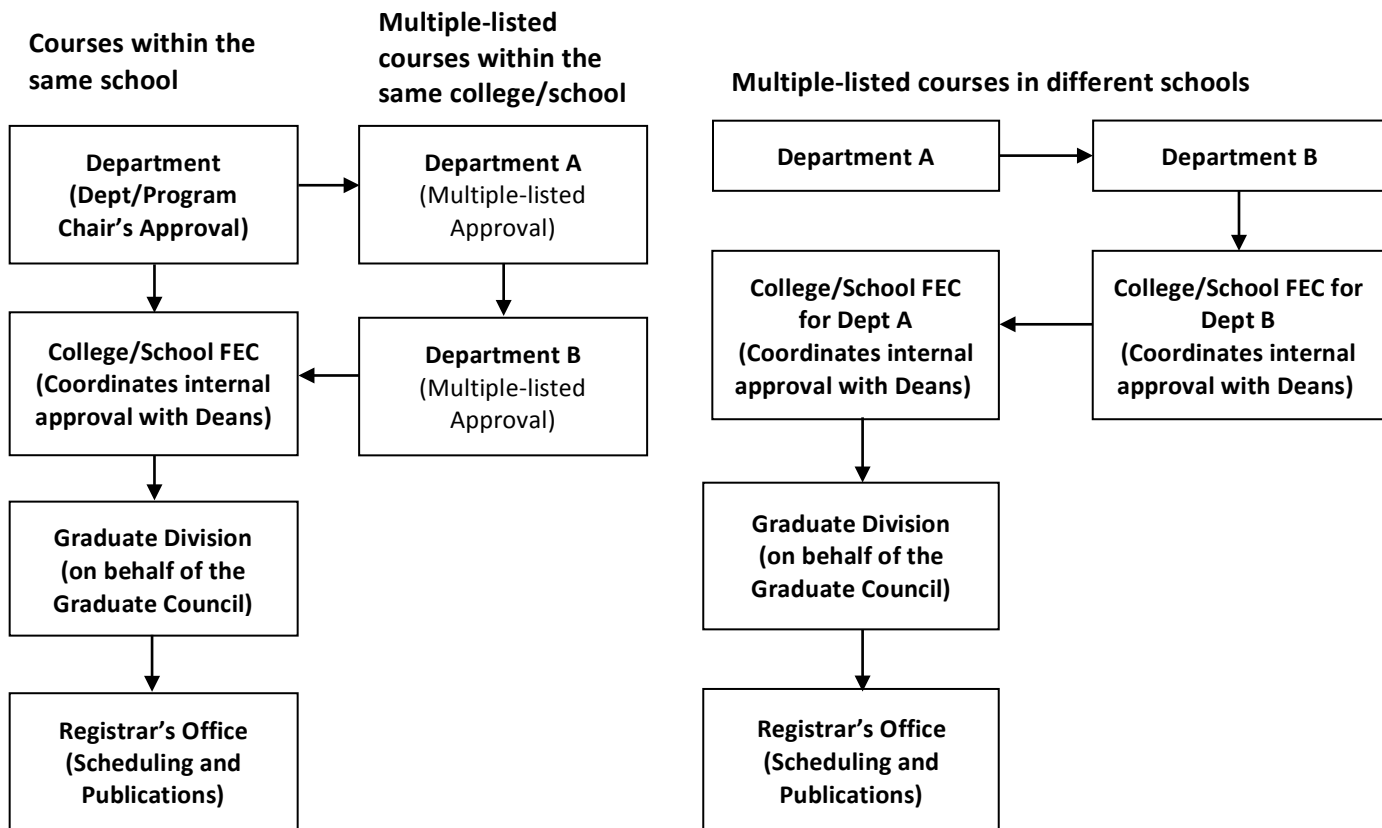
H. Correction of Grades

All grades except DR, I, and IP are final when filed by the instructor in the end-of-term course report. Thereafter, a grade change may be made only in case of a clerical or procedural error or other unusual circumstances. No grade may be revised by reexamination or, with the exception of the I and IP grades, by completing additional work. Students who are dissatisfied with a grade should review their work with the instructor and receive an explanation of the grade assigned. All grade corrections are recorded on the transcript.

PART IV: GRADUATE COURSE APPROVAL WORKFLOW

As an enabling body, the Graduate Council 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 Graduate Council has the authority to approve all graduate courses that are offered for credit. The Graduate Council has delegated authority for approval of some course actions to the Graduate Division. Courses for new graduate programs or substantive or large-scale revisions to courses listed in programs requirements are reviewed by the Committee on Degree Programs and/or the Graduate Council. The Academic Senate is the office of record for approved courses.

Courses within the same school

Multiple-listed courses within the same college/school

Multiple-listed courses in different schools

```
Department                   Department A              Department A  ──────►  Department B
(Dept/Program      ──────►   (Multiple-listed
Chair's Approval)            Approval)                                             │
     │                            │                                                ▼
     ▼                            ▼                 College/School FEC      College/School FEC for
College/School FEC          Department B            for Dept A      ◄────        Dept B
(Coordinates internal  ◄──  (Multiple-listed       (Coordinates internal   (Coordinates internal
approval with Deans)        Approval)              approval with Deans)     approval with Deans)
     │                                                    │
     ▼                                                    ▼
Graduate Division                                  Graduate Division
(on behalf of the                                  (on behalf of the
Graduate Council)                                  Graduate Council)
     │                                                    │
     ▼                                                    ▼
Registrar's Office                                 Registrar's Office
(Scheduling and                                    (Scheduling and
Publications)                                      Publications)
```

New/Revised/Deleted Courses. Must have department chair or designee and FEC chair or designee approval.

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. Requests are submitted through CIMS and automatically routed to the Registrar's Office.

PART V: 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. With the approval of the department or program chair, staff may act as designee for the chair to approve course actions.

Main Menu

Course Approvals

Go to 129 courses requiring my approval
- ● All Courses ○ New Courses ○ Revisions ○ Deletions **Action**   ← View courses in your queue waiting for approval

Go to 7 Variable Topics Sections requiring my approval **Action**

Go to 9 Fiat Lux Seminars requiring my approval **Action**

Go to 10 Honors 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 the status of pending approvals

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**   ← Submit course requests

Revise or delete an existing course **Revise**

Submit a variable topic for an existing course **Submit**

Propose a Fiat Lux seminar **Propose**

Propose an Honors seminar **Propose**

Retrieve saved forms **Retrieve**

Administration

Reports **Reports Menu**   ← View archived CIMS forms

Administer Dates and Deadlines **Edit**

View dates and deadlines **View**

Course Description (CVD Screen) **Revise**

Course Section Description (DCD Screen) **Revise**

Course Approval Guide-Online help **Help**

I.   Forms Overview

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 such as variable topics sections.

A. New Courses

New courses require 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 non-substantive 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 any iteration of a course exists, a revision form must be used. In other words: To add or delete a multiple-listed or concurrent partner, use a 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.

Existing data from the mainframe is automatically entered in the Current and Proposed Columns. Check what revisions are being made and update the data in Proposed column.

C. Course Deletions

Deleted courses are discontinued in the Student Records System (SRS), removed from the electronic catalog, and are no longer available to be offered during a term. Their discontinue term is recorded in SRS, 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. Any course that has not been offered for five consecutive years is subject to cancellation. CIMS displays an inventory of courses and the last time they were offered. Only the justification and discontinue date needs to be entered on the delete form.

Delete a Course

MCD BIO 284
Seminar: Structural Macromolecules

Department	7-character code **MCD BIO**	Department **Molecular, Cell, & Developmental Biology**	
Requested Course Number	7-character code **MCD BIO**	Subject Area **Molecular, Cell, & Developmental Biology**	Course Number **284**
Course Catalog Title	**Seminar: Structural Macromolecules**		
Units	Fixed: **2**		
Grading Basis	**Letter grade only**		
Course Description	**Seminar, one hour; discussion, three hours. Presentation and discussion of current topics in extracellular active structural macromolecules -- their synthesis, structure, and roles in cell and developmental biology. Letter grading.**		
Justification R	Justify the need and state the objectives for this course deletion. Identify effects on other courses in your department or on courses or curriculum in other departments. List departments and chairs consulted and summarize responses.		

> Course hasn't be offered since 1996.

1044 characters remaining

Discontinue R Fall ⬍ 2012 ⬍
Date

D. Customized Forms

CIMS has a number of customized forms such as variable topics forms. 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. For courses that have already been approved with a general catalog title and description, use a CIMS Variable Topics form to submit the class title and description for a specific offering of the course. For example:

Catalog Listing
Urban Planning 249. Special Topics in Transportation Policy and Planning (4)
Lecture, three hours. Topics in transportation policy and planning selected by faculty members. May be repeated for credit. S/U or letter grading.

For Fall 2012 Class Offering

Variable Topics Section Proposal

	Urban Planning 249 Section 1 Bicycle and Pedestrian Planning
Course	Urban Planning 249
Section	1
Full Subtitle	Bicycle and Pedestrian Planning
Short Subtitle	PED & BIKE PLANNING
Use Subtitle on Transcript	Yes
Description	Introduction to field of pedestrian and bicycle planning. Exploration of field's relationship to land use and transportation planning, public health, and environment. Analysis of current standards, benefits of and obstacles to pedestrian and bicycle planning, policy development, perceived and actual safety, facility design, network development, and practical methods of estimating demand and evaluating walking and bicycling conditions. Exploration of funding sources and implementation measures. Discussion of advocacy planning and coalition building. Review of case studies to learn from best practices.
Term	Fall 2012
Instructor	Name Title **Michael Smart** **Lecturer**
Department	Urban Planning

E. Change in Course Instructor(s)

A change in instructor for a course does not require submitting a course revision 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 Graduate 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.

II. Course Form Details

Information and help screens are available in CIMS for each course form item. Click on the title of the item to see the help screens. Required items are marked with an "R." When the form is submitted for routing, an error message will appear if all required fields have not been filled in.

A. Course Number

Select the subject area, determine the level and organization, and fill in the course number. For multiple-listed or concurrently scheduled courses, check the appropriate box. The prefixes will automatically display, and new data fields will open for additional course number input. Courses in a series or sequence require separate course forms. For example, History 200A, 200B, and 200C require three separate CIMS forms, each with their own course descriptions, requisites, syllabus, etc. See the classification of courses in Part III, sections I-III.

Requested **R** Course Number	Enter 7-character code	Subject Area - Browse for name		Course Number
		--- SELECT A SUBJECT AREA ---		CM [ ] [ ]
	or			prefix number suffix
	Check if Multiple Listed ☑ Multiple Listed Course	**Check if Concurrent** ☑ Concurrent Course		
Multiple Listed With	Enter 7-character code	Subject area - Browse for name		Course Number
	[ ] **or**	--- SELECT A SUBJECT AREA ---		M [ ] [ ] Next
				prefix number suffix

B. 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.

Course Catalog Title R	Advanced Historiography: Application of Economics to History
Short Title	ADV HIST–ECON&HIST (19 character limit)

C. Units and Credit Value

   1. 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.

   2. 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 Graduate Division'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.

   3. Type of Units

Units for a course are usually fixed. Certain courses have variable units in a range such as "two to eight units" or alternate units such as "two or four or eight." Students select the number of units at time of enrollment. It is the student's option to select units, not the instructor's option.

Units R	○ Fixed: [ ]
	○ Variable: Minimum [ ] Maximum [ ]
	○ Alternate: [ ] or [ ]

D. Grading Basis

Indicate on the course request the grading basis for the course. If a graduate course is concurrently scheduled with an undergraduate course, select the appropriate undergraduate grading basis. A change in grading basis requires a CIMS form. Changes must be approved before the course is published in the Schedule of Classes and enrollment begins. Once enrollment starts, the grading basis may not be changed. For courses with optional grading such as S/U or Letter Grading, the

choice of grading basis is up to the student, not the instructor. Students can change the grading basis on an optional-graded course through MyUCLA.

E. **Instructional Format (Activity Type) and Hours**
   Classes are categorized according to the following instructional formats or class activity types.
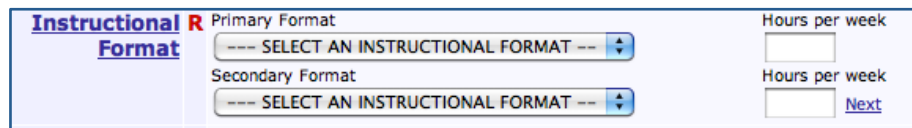
Format	Description
ACT (Activity)	Students develop technical or creative skills such as painting, music, drama, or design.
CLI (Clinic)	A group meeting devoted to the analysis and solution of concrete problems or to the acquiring of specific skills or knowledge. Students learn professional skills by 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

1. **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. A typical 4-unit course has 3 hours lecture, 1 hour discussion and 8 hours outside study per week in a ten-week term.

2. **Changes to Class Type and Hours**

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

F. **TIE Codes (Total Instructional Effort)**

   Total Instructional Effort (TIE) is a method of classifying and reporting classes to the Office of the President. Eighteen faculty instructional activity codes are used to describe the range of instructional methods. They are more extensive than scheduling activity types. Select the type of activity that best describes the course. See the CIMS help item for a detailed description of the codes. More information on TIE codes can be found here:
   http://www.registrar.ucla.edu/facultystaff/tiecodedefs.pdf

G. **Course Requisites and Enrollment Restrictions**

   1. **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 MyUCLA. Requisites that 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.

      a. **Enforced Requisites**

         Enforced requisites are course requirements that can be monitored by MyUCLA 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 200" could be.

      b. **Corequisites**

         Corequisites are requirements for courses that must be taken in the same term. A corequisite statement is put in each course description, however, when the course is coded in SRS, because of enrollment logic restrictions, the corequisite is put on only one class. MyUCLA cannot enforce corequisites.

      c. **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 MyUCLA. 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.)

      d. **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 MyUCLA.

2. **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.

3. **Enrollment Rules**
   a. **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*.
   b. **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*.

H. **Course Description**
   1. **Official Course Description**
      The course description that is submitted on the course request form is an official record. The course description is entered into SRS 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*.

   2. **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.

I. **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.

   1. **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.

   2. **Revised Courses with Substantive Changes**
      For courses that involve substantial changes in content, sufficient information in the "Justification" section must be given. Provide a statement of purpose of the revised objectives of the course. If a department or program curriculum committee has approved the proposed course, a statement from that committee should be cited.

   3. **Undergraduate Course 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.

   4. **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.

   5. **In Progress Grading**
      Specific reasons for "In Progress" grading must be given in the "Justification" section.

   6. **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.

J. 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.

K. 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. It is expected that the 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 "Grading Basis" and "Justification" sections of the CIMS form.

L. 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 SRS. 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.

M. Course Instructors

Course instructors must be assigned in accordance with Senate policies and regulations and indicated on the course form. 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.

N. Required Authorizations or Approvals for Course Requests

The following authorizations or approvals are required: (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) a Graduate Division Associate Dean or authorized designee. There may be additional internal approvals required that are specific to a department or the College or the schools. The department and FEC coordinator directs these internal routings.

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

III.   Routing

After entering all the required information, click the "Route Form Now" button and follow the routing directions.

The CIMS routing screen guides users through selecting a name and a role for the person responsible for approval. With the permission of the authorizing 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.

<div style="text-align: center;">

Routing Help

</div>

Save Form
1. When you are first initiating a CIMS form you can save it and come back to it later by going to "Retrieve Saved Forms" on the Main Menu.
2. Once a form has been routed to anyone, including yourself, if you want to save changes, route the form to yourself and retrieve it from "Courses requiring my approval" on the CIMS main menu.

Initial Routing
1. Click the "Route Form Now" button. This takes you to a routing screen.
2. On the routing screen, type in the name of the person you want to route the form to. Click "Search." (The program searches the campus directory and displays names in a list below.) If you are not sure who to route to, call the department or unit and verify contact's name. Many departments use designees.
3. Choose an approval role for the person you are routing to (not your role).
4. Click the round button beside the name from the directory.
5. Click Route Now

Normal Routing
1. At the bottom of the CIMS form, after the routing status, there are buttons for approval choices (approve, deny, re-route). Click the button that applies, and type in applicable comments.
2. Click the "Route Form Now" button. This takes you to a routing screen.
3. On the routing screen, type in the name of the person you want to route the form to. If you are not sure who to route to, call the department or unit and verify contact's name. Many departments use designees.
4. Click "Search." (The program searches the campus directory and displays names in a list below.)
6. Choose an approval role for the person you are routing to (not your role).
7. Click the round button beside the name from the directory.
8. Click Route Now

Initiator Routing as a Designee
1. If you are acting as a designee for someone (e.g., Department Chair), route the form to yourself and choose the role of the person you are acting as designee for (e.g. Department Chair or Designee).
2. On the CIMS Main Menu, go to "Courses requiring my approval."
3. At the bottom of the CIMS form, after the routing status, there are buttons for approval choices (approve, deny, re-route). Click the button that applies, and type in the comments box the name of the person you are representing and that person's role. (e.g., Designee for Professor Joe Bruin, Chair, Philosophy Department.)
4. Click the "Route Form Now" button. This takes you to a routing screen.
5. On the routing screen, type in the name of the person you want to route the form to. Click "Search." (The program searches the campus directory and displays names in a list below.)
6. Choose an approval role for the person you are routing to (not your role or your designee role).
7. Click the round button beside the name from the directory.
8. Click Route Now

Routing Multiple-listed Courses
1. Multiple-listed courses require the approval of all chairs, FECs, and deans involved with the course.
2. Coordinate the routing by calling or e-mailing the department coordinators for each department to be sure you know who to route to. The College and each school may have different routing procedures and contacts.

Withdrawing a CIMS Form
Only the initiator or staff from the Registrar's Office can withdraw (delete completely) a CIMS form. Call x67045 or x56704 for assistance.

IV.   Roles and Contacts

Contacts below may change, see CIMS Routing Help for the latest contacts.
https://web.registrar.ucla.edu/cims/help/CIMSRoutingContacts.pdf

Routing Role	Routing Contact
CUTF Coordinator	Cathie Gentile
Dean College/School or Designee	Consult College or School Coordinator
Department Chair or Designee	Consult Department Coordinator
Department Faculty Member	Consult Campus Directory
Department/School Coordinator	Consult Department
FEC Chair or Designee	Consult Faculty Executive Committee Coordinator
FEC School Coordinator	Consult School Student Affairs Office
L&S FEC Coordinator	Myrna Dee Castillo
Fiat Lux Coordinator	Beserat Hagos
Graduate Division Associate Dean or Designee	Coordinated through April de Stefano
Graduate Division Coordinator	April de Stefano
HSSEAS Central Administrator	Jan LaBuda
Public Health Central Administrator	Josie Wei
Registrar's Office	Doug Thomson
TFT Central Administrator	Dean Dacumos

College and School FEC Coordinators

College or School	FEC Coordinator
College of Letters & Science	Myrna Dee Castillo
David Geffen School of Medicine	Margaret Govea
Henry Samueli School of Engineering and Applied Science	Jan LaBuda
John E. Anderson Graduate School of Management	Raymond Huang
School of Arts and Architecture	Merrillyn Pace
School of Dentistry	Megan Scott
School of Education and Information Studies	Kimberly Mattheussens
School of Law	Sean Pine
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School of Public Health	Josie Wei
School of Theater, Film and Television	Dean Dacumos

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