



OFFICE OF THE ACADEMIC SENATE  
ERIN HESTIR, CHAIR, GRADUATE COUNCIL  
ehestir@ucmerced.edu

UNIVERSITY OF CALIFORNIA, MERCED  
5200 NORTH LAKE ROAD  
MERCED, CA 95343

**JUNE 8, 2022**

**To: LeRoy Westerling, Chair, Academic Senate**

**From: Erin Hestir, Chair, Graduate Council (GC)**

**Re: Revised Graduate Course Approval and CRF Process**

At their February 14, 2022 meeting, members of GC approved the following three documents related to the review and approval of graduate courses. UGC also endorsed the three forms at their February 18, 2022 meeting. Effective immediately, faculty are required to complete the following first two forms if they are proposing to teach a course in which face-to-face contact represents less than one-third of the total contact hours per week:

- Course Modification Planning Guide (page 3)
- Supplemental Questionnaire form (page 6)
- Course Modification Approval Rubric (page 7; to be used by GC when reviewing course proposals)

Section III.6 of the Graduate Course Request and Approval Process has been revised to include a link to the supplemental questionnaire and the Course Modification Guide. The Course Modification Approval Rubric is appended to the revised policy and is to be used by GC when reviewing course proposals.

In line with WSCUC policy, members of GC proposed and endorsed additional revisions to the GC CRF Policy at their May 9, 2022 meeting regarding hybrid/hyflex modalities. Sections III.6 and 7 of the Graduate Course Request and Approval Process has been revised to include that courses in which less than 70% of their scheduled meeting time occurs in person must explain the rationale by completing the new Supplemental Questionnaire, and substantive change review is required for programs in which 50% or more of the courses will be offered through distance education.

The revised policy is effective immediately. It is appended to this memo (page 8) and available [here](#). The revisions are shown in tracked changes on pages 12-16.

Cc: Senate Office  
GC Members  
The Registrar  
School Instructional Managers

D.B. Quan, Executive Assistant to the Dean, School of Engineering  
Christine Howe, Executive Assistant to the Dean, School of Social Sciences, Humanities and Arts  
Angelina Gutierrez, Executive Assistant to the Dean, School of Natural Sciences  
Laura Martin, Accreditation Liaison Officer  
Kerry Clifford, Director, Office of Institutional Assessment  
Chris Kello, Vice Provost and Dean of Graduate Education  
Jesus Cisneros, Assistant Dean, Graduate Division  
School Executive Committee Chairs  
SSHA Curriculum Committee

# Course Modification Planning Guide

The *overall structure and design of an online course* can influence student participation, satisfaction, and learning. To help instructors reflect on their online course proposals, this document was adapted from online course rubrics, evaluation tools, and research (see references/resources list at end of document). Each section prompts instructors to provide specific examples that demonstrate intentional planning and considerations for the proposed online course. It is highly recommended for the faculty to meet with [staff in the Teaching Commons](#) prior to submitting this proposal.

## Section 1: Design & Planning

**This section addresses course structure, content organization, navigation, learning outcomes, and expectations.**

*Please provide specific examples of...*

- The pedagogical advantages of the proposed modality (percentage of synchronous and/or asynchronous; in-person).
- The [alignment](#) across learning outcomes, [assessment](#), and learning experiences.
- The plan to communicate the purpose, structure, and expectations of the course (e.g., response times, weekend expectations, online and in-class discussions, emails, etc.).
- The [management of cognitive load](#) through a student-friendly organization and navigation within CatCourses (e.g., learning units or modules are consistently structured and sequenced).

## Section 2: Content Presentation and Technology

**This section addresses materials, modalities, and UC Merced-supported instructional tools.**

*Please provide specific examples of...*

- The modalities, tools, and resources for content presentation throughout the semester (live/synchronous or pre-recorded/asynchronous lectures, video/audio, readings, Teaching Commons recording studios, Kaltura, CatCourses, etc.).
- The instructions to complete activities, assessments, how to use appropriate technologies, and expectations for required hardware and software.
- The distinction between required and optional materials/assignments.
- The information that points students towards [institutional services](#) (e.g., counseling and psychological services, library, tutoring centers, etc.).

## Section 3: Community and Engagement

**This section addresses elements pertaining to establishing a community for learning, including active learning, agreements for communications, and engagement with the content.**

*Please provide specific examples of...*

- Learning activities that support opportunities for varied formal interactions:
  - 1) student-to-faculty (e.g., office hours, email, temperature checks and instructor-initiated feedback)
  - 2) student-to-student (e.g., peer review, peer instructions, small group projects, discussion forums)

- Multiple ways for students to individually engage in the course (e.g., chat vs. discussion, etc.) and demonstrate understandings (e.g., podcast vs. paper, etc.).
- The plan to communicate [professional standards of behavior and communication](#) and establish instructor presence ([Garrison et al. 2007](#)) in the course.

#### Section 4: Assessment and Evaluation

**This section addresses monitoring student progress, intervention strategies, course improvement data, and evaluating the effectiveness of course modality.**

*Please provide specific examples of...*

- The grading policies and how student engagement is evaluated in the proposed modality
- [Formative and summative](#) assessments and how their weights are balanced in the grading scheme across the semester.
- The instructor's plan to provide frequent and timely student feedback, as well as identifying intervention strategies for students
- The instructor's plan to communicate what prior knowledge and preparation is necessary for success in the course and how to address insufficiencies or inappropriate prior knowledge ([Ambrose et al. 2010](#)).
- The instructor's plan to evaluate the effectiveness of the modality and for continued course improvement (e.g., DWF rates, early-to-mid semester student survey, end of the semester course evaluation, etc.).
- The instructor's plan to ensure academic integrity and minimize cheating in the course (e.g., stated academic integrity policy in the syllabus, sign a contract agreeing to maintain academic integrity, etc.).

#### Section 5: Accessibility & Inclusion

**This section addresses elements pertaining to equal opportunity for all, diversity, equity and inclusion, accommodations, and assisted technologies (see [Section 504](#) and [Section 508 of the Rehabilitation Act of 1973](#)).**

*Please provide specific examples of...*

- The course supports [diversity, equity and inclusion](#) (e.g., fosters respect, sense of value and belonging, personal connections, identity development).
- The communication plan for explaining how students obtain an accommodation (see UC Merced's Student Accessibility [Accommodation Request](#) form).
- How the instructor proactively provides equivalent alternatives to auditory/visual content, readability, and minimizes visual distractions ([transcription, captioning](#), alternative text, color contrast, font size, etc.).
- The course design is formatted to accommodate the use of assistive technologies (screen reader and keyboard-only navigation).
- The instructor's plan to ensure compliance with FERPA (e.g., privacy of students: no student faces in video lectures, etc.)

## References and Resources

1. Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). How learning works: Seven research-based principles for smart teaching. John Wiley & Sons. [PDF](#)
2. Bowen, J. A. (2017). Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning. San Francisco, CA: John Wiley & Sons.
3. Brame, C. J. (2016). Effective educational videos: Principles and guidelines for maximizing student learning from video content. *CBE Life Sci Educ.*, December 1, 2016 ,15:es6  
doi:10.1187/cbe.16-03-0125\
4. California Community Colleges [Course Design Rubric](#)
5. Chen, B., Bastedo, K., & Howard, W. (2018). Exploring design elements for online STEM courses: Active learning, engagement & assessment design. *Online Learning*, 22(2), 59- 75.  
doi:10.24059/olj.v22i2.1369
6. Darby, F. (2019). How to be a Better Online Teacher Guide. The Chronicle of Higher Education [Guide](#)
7. [Electronic Accessibility Standards & Best Practices](#)
8. Lee, W., & Slantcheva-Durst, S. (2018). 2018-2019 Higher Education Literature Review Summary. Retrieved from <https://www.qualitymatters.org/sites/default/files/research-docs-pdfs/2019-Higher-Education-Literature-Review-Summary-Report.pdf>.
9. Pearce, J. (2004). Etiquette online: From nice to necessary. *Communications of the ACM* 47(4):56-61. DOI: 10.1145/975817.975845
10. [2017 Literature Review Summary Report](#) in preparation for the Higher Education Rubric, Sixth Edition
11. Quality Matters Rubrics & Standards. (2021). Retrieved from <https://www.qualitymatters.org/qa-resources/rubric-standards>.

## Supplemental Questions

The following supplemental questions should be completed for courses proposed to be offered in an online, or hybrid format. These questions should accompany a course request form. These questions can be used to accompany a new course proposal or as a modification of instructional modality for an existing course.

*Definitions: For purposes of UC Merced instructional delivery, the following definitions of instructional modality will be used. (Note: Course modalities for which there is no change in in-person seat time for students, do not require special approval under this supplemental form.)*

- *Traditional Face-to-Face (approximately 0-29% online): content is typically delivered orally or in writing, may use web-based technology for class facilitation (e.g. posting syllabi online, uploading assignments, etc.) but online delivery of content is minimal*
- *Hybrid (approximately 30-79% online): blends online and face-to-face delivery, has some in-person meetings but a substantial portion of the content is delivered online (e.g. class lecture meets face-to-face whereas discussion groups are online)*
- *Online (approximately 80-100% online): most or all of the content is delivered online and usually has no face-to-face meetings.*

Course Title and Number:  
School/Department:  
Course Title and Number:

Instructor:  
Instructional Modality Requested:  
Online      Hybrid      Hyflex

*Please provide a response to each of the following questions related to the course being proposed. It is highly recommended that you pair this set of questions with the “**Course Modification Planning Guide**” and meet with a staff member in Teaching Commons.*

**Q1. Design & Planning:** How will the overall design of the course support student learning (i.e., alignment of learning outcomes, learning experiences, and assessments; course structure, content organization, navigation, and expectations)?

**Q2. Content Presentation:** What instructional modalities, materials, and UC Merced supported instructional tools will be used to effectively present content across the course? How will the instructor make students aware of the additional institutional student support services?

**Q3. Technology:** What is the essential hardware and software required for students to access the course material? How will this be communicated to potential students?

**Q4. Community and Engagement:** Research shows that a sense of belonging and value in a community is positively associated with student performance, persistence, and motivation. What strategies will be used to establish and maintain a positive learning community, as well as high levels of professional interaction and student engagement?

**Q5. Assessment:** Research has shown that a balance of low-stakes and high-stakes assessment reduces cognitive load and provides multiple student opportunities to engage with the content. Describe the grading policy/scheme. How will the instructor monitor student progress and provide feedback, address the spectrum of student needs, and ensure academic honesty?

**Q6. Evaluation:** What data will be collected and used to evaluate the effectiveness of the instructional modality and improve future course offerings?

**Q7. Accessibility:** How will the course support usability and equal opportunity for all learners (i.e., American Disabilities Act and Universal Design for Learning)?

**Q8. Inclusion:** How does the course design support equity, diversity, and inclusion? How will the privacy of students be ensured (i.e., FERPA guidelines)?

Decision:  Accept  Hold  Reject

### Course Modification Approval Rubric

Instructor Name:	Course Title and Number:	
School/Department:	Date:	
Instructional Modality Requested:	Online	Hybrid
This proposal provides evidence that this instructor recognizes the amount of time required to develop, train for, and deliver this course in the proposed modality:	Yes	No

***Rate the following sets of questions:***

<b>Section 1: Design and Planning</b>				
	<b>Well-Developed</b>	<b>Somewhat Developed</b>	<b>Under-Developed</b>	<b>Not Addressed</b>
Pedagogical Advantages of Modality Change Alignment: CLOs, Assessment, LEs Communication Structures/Standards Course Navigation & Organization				
<b>Comments:</b>				
<b>Section 2: Content Presentation and Technology</b>				
	<b>Well-Developed</b>	<b>Somewhat Developed</b>	<b>Under-Developed</b>	<b>Not Addressed</b>
Content Presentation & Technologies Clear Instructions & Expectations Distinction btwn Req. and Optional Materials Institutional Services				
<b>Comments:</b>				
<b>Section 3: Community and Engagement</b>				
	<b>Well-Developed</b>	<b>Somewhat Developed</b>	<b>Under-Developed</b>	<b>Not Addressed</b>
Varied Activities for ST-F Interaction Varied Activities for ST-ST. Interaction Multiple Ways to Engage in Class Instructor Presence				
<b>Comments:</b>				
<b>Section 4: Assessment and Evaluation</b>				
	<b>Well-Developed</b>	<b>Somewhat Developed</b>	<b>Under-Developed</b>	<b>Not Addressed</b>
Grading Policies/Eval. Balance of Assessment Types & Weights Plan for Frequent & Timely Feedback Prior Knowledge Expectations & Addressing Gaps Effectiveness of the modality/course improvement Academic Honesty Assurance				
<b>Comments:</b>				
<b>Section 5: Accessibility and Inclusion</b>				
	<b>Well-Developed</b>	<b>Somewhat Developed</b>	<b>Under-Developed</b>	<b>Not Addressed</b>
Supports DEI Accommodations Preparing for Special Needs (ADA) Assistive Technologies Compliance with FERPA				
<b>Comments:</b>				



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GRADUATE COUNCIL (GC)

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MERCED, CA 95343

## GRADUATE COURSE REQUEST AND APPROVAL PROCESS

### I. Classification of Graduate Courses

Systemwide classification of graduate courses is governed by Systemwide [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.

For additional information, see the Registrar's Course Conventions Guide.

Systemwide classification of Extension courses is governed by [Systemwide Senate Regulation 790](#):

- University of California Extension courses equivalent to regular session courses at Merced, which may have credit value shall be designated by the same numbers with the prefix "XM".<sup>1</sup>
- University of California Extension courses not equivalent to campus courses, but which may have a credit value, shall be designated by a number with the prefix "X."

### II. Policy Overview

This policy addresses requests for new graduate courses and course modifications in the 200-699 series and UC Merced Extension courses in the X300 – X499 series.<sup>2</sup>

All requests for new graduate courses and course modifications in the 200-699 series, as well as UC Merced Extension courses in the X300-X499 series, are processed through the Curriculog course request system.

### III. Procedure for Course Proposal (CP) Submission for Graduate Courses in the 200-699 Series

1. All course proposals (CPs) must be approved by a vote of the faculty of the submitting graduate

<sup>1</sup> See Systemwide [Senate Regulation 792A](#) for the basic requirements for the approval of University of California Extension courses equivalent to regular session courses, which may have credit value.

<sup>2</sup> University Extension does not offer courses designated X in the 200-299 series.



program or by a committee to which that authority has been delegated. Upon this vote, the Graduate Group Chair or their designee registers the Group's approval by completing the "Department" step in Curriculog. The relevant graduate assessment coordinator provides his/her evaluation of WSCUC requirements when CPs are submitted in Curriculog. All CPs must also be approved in Curriculog by the faculty member proposing the course or course change, and by the lead dean for the submitting graduate program, or their designees. All required fields in Curriculog Form must be filled. It is the responsibility of the graduate program faculty to review course content, programmatic contribution, overlap with other courses, and resource implications within the context of the relevant graduate program(s). Program faculty should also determine if the addition of the course might necessitate WSCUC Substantive Change Review of the program. The campus Accreditation Liaison Officer (ALO) will assist faculty in determining if a Substantive Change Proposal to WSCUC is necessary. Program faculty should also confirm that the syllabus addresses WSCUC requirements.

2. New courses must use the Curriculog Form for New Courses, and fill all the required fields, as well as optional fields that apply to the course. A syllabus is no longer required as a part of the CP process for graduate courses. However, a syllabus is still required for all courses when they are delivered, and, as per WSCUC requirements, the syllabus should explicitly explain the connections between course learning outcomes and program learning outcomes so that a course's contribution to the student's overall education is clear. The Curriculog form fields pertaining to PLOs and CLOs document these connections. The course schedule, to be included in the designated Curriculog Form field, should be sufficient to justify the number of units for the course. Resources for formulating a syllabus with required information are available through the [Center for Engaged Teaching and Learning](#). GC approved [CLO and PLO Guidelines](#) for the development of course learning outcomes, including for courses/units like independent research, are available through the Senate Website.
3. Modifications to an existing course may fall into one of the two categories: substantive or non-substantive. Substantive Changes are: **New Description, Unit Change, Grading Option Change, Instructional Modality Change, and Add Conjoined or Cross-listing**. All other changes are considered non-substantive modifications, and may be requested using the Abbreviated Form, which does not require GC approval. The explanation box should briefly describe the reason for the proposed change, and, when proposing a unit increase, provide the justification for the increase.
4. Cross-listed courses are graduate courses that have different prefixes, names, and/or course numbers, but are intended to be offered as the same course with the same meeting time, and with the same requirements and units. Cross-listed courses must have identical course descriptions and prerequisites. Each course that is cross-listed with another course must have its own CP in Curriculog that indicates the corresponding cross-listed course. If cross-listed courses originate within different schools, each graduate program and lead dean of each school must approve the CP in Curriculog. In addition, the relevant graduate assessment coordinator must review the CP and provide documentation.
5. Conjoined courses are graduate courses that share one or more elements (e.g. lecture, lab, fieldwork) with an undergraduate course. If a graduate course is to be conjoined, details must be provided about what parts of the course will be shared and how the requirements of [Senate Regulation 762](#) will be met. Each course that is conjoined with another course must have its own CP in Curriculog that indicates the corresponding conjoined course. The undergraduate version of the course must be reviewed and approved by the Undergraduate Council (UGC). UGC's [CRF Procedures and Approval Policy](#) are available through the Academic Senate.

6. Distance or blended courses are graduate courses that are hybrid or involve distance education elements (e.g. web-based, audio conferencing, satellite). As required by UC Merced's [Credit Hour Policy](#), faculty who are proposing to teach courses in which less than 70% of their scheduled meeting time occurs in person must explain the rationale via the [Supplemental Questionnaire for Distance or Blended Course Approval Requests](#) and must indicate in Curriculog that the course employs a web-based instructional method.
7. As per accreditation policy<sup>3</sup>, substantive change review is required for programs in which 50% or more of the courses will be offered through distance education. Program faculty are responsible for identifying, ensuring program adherence to, and communicating these substantive change requirements to the Senate Office and Office of Periodic Review, Assessment, and Accreditation Support. Programs should contact the campus' Accreditation Liaison Officer as the program approaches the 50% criterion. All distance and blended course offerings count as online offerings for the purposes of this criterion.
8. Course Proposals should be uploaded in Curriculog by the Originator (instructor or a graduate program's designee; School curriculum managers may not be designees). **It is the Originator's responsibility to ensure that the CP is approved by the Assessment team**, which is the first unit to review the CP. Upon Assessment's approval, the proposal moves to, and requires approval by, the Curriculum Manager, the Graduate Group, the Curriculum Committee, and the Dean, before it is forwarded to the Registrar. When the CP reaches the Registrar stage, the Registrar will check the form for completeness, and review documentation from the school assessment coordinator, check for consistency between cross-listed courses if relevant, and verify the preliminary course number if a new course. Incomplete forms will be returned to the originating graduate program.
9. Completed CPs will be transmitted to the Senate Office via Curriculog for GC's review. The following criteria will be used by GC in its review:
  - Are the standards and prerequisites of the proposed course consistent with those of related courses taught at UCM and similar courses taught at other UC campuses?
  - Is the instructional format justified (e.g. lecture, lab)? Is the unit value for the course consistent with the [credit hour policy](#) (each unit should correspond to three hours of student effort per week) as indicated by the course schedule and number/types of readings/assignments/assessments?
  - Does the course appear to fit within the graduate group's subject area?
  - Does the subject matter of the course substantially overlap with that of another course? If so, does the CP explain why the new course is needed?
  - If the course is to be conjoined with an undergraduate course, are the subject matter and proposed format consistent with the credit hour, which requires that graduate and undergraduate courses "must have clearly differentiated and unique performance criteria, requirements, and goals." Do conjoined courses have sufficient overlap in course structure to facilitate concurrent instruction of both advanced undergraduates and graduate students? Are performance criteria, requirements, and goals of the undergraduate and graduate versions of the course clear and distinct?
  - If the course is a distance or blended course, have the supplemental questions been clearly answered?
10. If GC requires further information or indicates that modification of the CP is needed, the Senate analyst, on behalf of GC, will notify the graduate program of the request. It is the responsibility of the graduate program and/or submitting instructor to provide the requested information or modification to GC in a timely fashion via the Senate analyst.
11. Once a course is approved by GC, the Registrar inputs the course details into the student information system and the academic Catalog. Faculty or a designee who submitted the proposal will be notified

<sup>3</sup><https://wascsenior.app.box.com/s/60ju46p2b6mklgigo2om>. To ensure the most up-to-date information, please contact GC Analyst Melanie Snyder ([msnyder10@ucmerced.edu](mailto:msnyder10@ucmerced.edu)).

of its approval through an automated email from the Curriculog system.

#### **IV. Procedure for Approving Extension Courses in the X300-X499 Series**

University Extension courses are governed in accordance with Senate Regulations [[SR 790 – SR814](#)].

1. Course proposals for X300 – X499 series courses are prepared in accordance with UC Merced Extension procedures.
2. Complete course proposals for X300-X499 series courses are approved by the Dean of University Extension and by the graduate group or department proposing the course. Complete approval must be received before any public announcement of such course is made.
3. For courses for which there is no corresponding graduate group or department, the course will be approved by a Curriculum Board convened by Extension for this purpose. Membership of the Curriculum Board will be approved by GC. Curriculum Boards will be convened for the purposes of reviewing courses of select prefixes/disciplinary foci appropriate to the membership of the Board.
4. Course proposals approved by a Curriculum Board and by the Extension Dean are transmitted to GC for approval. Complete approval must be received before any public announcement of such course is made.

# UNIVERSITY OF CALIFORNIA, MERCED

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ACADEMIC SENATE, MERCED DIVISION  
GRADUATE COUNCIL (GC)  
[HRANT HRATCHIAN, CHAIR](#)

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6.7. As per accreditation policy<sup>3</sup>, substantive change review is required for programs in which 50% or more of the courses will be offered through distance education. Program faculty are responsible for identifying, ensuring program adherence to, and communicating these substantive change requirements to the Senate Office and Office of Periodic Review, Assessment, and Accreditation Support. Programs should contact the campus' Accreditation Liaison Officer as the program approaches the 50% criterion. All distance and blended course offerings count as online offerings for the purposes of this criterion.

7. Course Proposals should be uploaded in Curriculog by the Originator (instructor or a graduate program's designee; School curriculum managers may not be designees). **It is the Originator's responsibility to ensure that the CP is approved by the Assessment team**, which is the first unit to review the CP. Upon Assessment's approval, the proposal moves to, and requires approval by, the Curriculum Manager, the Graduate Group, the Curriculum Committee, and the Dean, before it is forwarded to the Registrar. When the CP reaches the Registrar stage, the Registrar will check the form for completeness, and review documentation from the school assessment coordinator, check for consistency between cross-listed courses if relevant, and verify the preliminary course number if a new course. Incomplete forms will be returned to the originating graduate program.

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8.9. Completed CPs will be transmitted to the Senate Office via Curriculog for GC's review. The following criteria will be used by GC in its review:

Field Code Changed

- Are the standards and prerequisites of the proposed course consistent with those of related courses taught at UCM and similar courses taught at other UC campuses?
- Is the instructional format justified (e.g. lecture, lab)? Is the unit value for the course consistent with the credit hour policy (each unit should correspond to three hours of student effort per week) as indicated by the course schedule and number/types of readings/assignments/assessments?
- Does the course appear to fit within the graduate group's subject area?
- Does the subject matter of the course substantially overlap with that of another course? If so, does the CP explain why the new course is needed?
- If the course is to be conjoined with an undergraduate course, are the subject matter and proposed format consistent with the credit hour, which requires that graduate and undergraduate courses "must have clearly differentiated and unique performance criteria, requirements, and goals." Do conjoined courses have sufficient overlap in course structure to facilitate concurrent instruction of both advanced undergraduates and graduate students? Are performance criteria, requirements, and goals of the undergraduate and graduate versions of the course clear and distinct?
- If the course is a distance or blended course, have the supplemental questions been clearly answered?

9.10. If GC requires further information or indicates that modification of the CP is needed, the Senate analyst, on behalf of GC, will notify the graduate program of the request. It is the responsibility of the graduate program and/or submitting instructor to provide the requested information or modification to GC in a timely fashion via the Senate analyst.

10.11. Once a course is approved by GC, the Registrar inputs the course details into the student information system and the academic Catalog. Faculty or a designee who submitted the proposal

<sup>3</sup> <https://wascsenior.app.box.com/s/6oju46p2b6mklgigo2om>. To ensure the most up-to-date information, please contact GC Analyst Melanie Snyder ([msnyder10@ucmerced.edu](mailto:msnyder10@ucmerced.edu))

will be notified of its approval through an automated email from the Curriculog system.

#### IV. Procedure for Approving Extension Courses in the X300-X499 Series

University Extension courses are governed in accordance with Senate Regulations [[SR 790 – SR814](#)].

1. Course proposals for X300 – X499 series courses are prepared in accordance with UC Merced Extension procedures.
2. Complete course proposals for X300-X499 series courses are approved by the Dean of University Extension and by the graduate group or department proposing the course. Complete approval must be received before any public announcement of such course is made.
3. For courses for which there is no corresponding graduate group or department, the course will be approved by a Curriculum Board convened by Extension for this purpose. Membership of the Curriculum Board will be approved by GC. Curriculum Boards will be convened for the purposes of reviewing courses of select prefixes/disciplinary foci appropriate to the membership of the Board.
4. Course proposals approved by a Curriculum Board and by the Extension Dean are transmitted to GC for approval. Complete approval must be received before any public announcement of such course is made.

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