

GRADUATE COUNCIL (GC)**March 15, 2016****1:30-3:00 PM****KL 362****Documents available at: UCM Box "[GC AY 15-16](#)"**

- I. Chair's Report**
 - a. Vision Summit

- II. Consent Calendar**
 - a. Approval of March 15 meeting agenda
 - b. Approval of March 8 meeting minutes

- III. Course Conventions document** **Pg. 6-11**
 - a. At the February 2 meeting, Registrar Laurie Herbrand and Associate Registrar Josh Reinhold presented this document for Graduate Council's input. GC members are asked to submit their suggested revisions to GC analyst. UGC has also reviewed this document and had no comments.

Action: Discuss and comment.

- IV. Senate Awards**
 - a. The call for nominations for the annual Senate Awards was submitted to Senate faculty in February. GC is responsible for the review of the nominations for the award for Distinguished Graduate Teaching. Nominations are due to the Senate Office by March 28th and the winner will be announced at the May 9th Meeting of the Division.

Action: Discuss review team.

- V. Graduate Fellowship Awards [Timeline](#)** **Pg. 12**

Action: Discuss and accept or revise the timeline. Confirm with Graduate Division.

- VI. Draft review assignments**
 - a. Graduate Advisor's Handbook
 - b. GG Policies & Procedures
 - c. Course catalogue
Action: Check schedules, assignments. Discuss. Amend.

- VII. TOEFL scores – for Admissions cf. TAing**

Action: Discuss interim and longer-term solutions. Implement interim solution?

- VIII. Other business**

IX. Consultation with VPDGE Zatz

- a. Interdisciplinary small grants competition
- b. Data to be included in annual review of grad groups

X. Upcoming business

- a. GC course/certificates (VPDGE Zatz to discuss on April 5)
- b. Teaching as Scholarship *incl.* Guidelines for TA Supervision, complement to Graduate Handbook guidance on choosing grads for TAships
- c. PDSTs / SSPs
- d. Extension / CalTeach
- e. Template & timeline for Concentrations & Designated Emphases reviews

XI. Executive Session (voting members only)

March 8, 2016 draft minutes to be sent to committee via email on March 14, 2016 after review by GC chair.

Course Conventions

Course Titles

Course titles are a permanent feature of a class and may only be revised with curricular approval via the CRF process. Course sections at the class schedule level cannot be changed to something other than what was approved at the course catalog/curricular level. The only exception is Topics courses. On the catalog/curricular level, the full and abbreviated titles of these courses must designate them as "Topics" (e.g. Topics in World History, Current Topics Quant & Sys Bio), or at the very least, the course description should clearly indicate the topical nature of the content. On the class schedule level, however, individual section titles must not be left generic and should be given a unique title prior to student registration (e.g. "Race & Gender in Latin America," not "Topics: Latin American History").

Course Numbers

Per Academic Senate Regulation (SR) 740, the University of California classifies course numbers system-wide as follows:

- 001-099: Lower division courses open to freshmen and sophomores. May be designated by a letter, especially if the subject is usually taught in high school. In no department is a lower division course acceptable for upper division credit.
- 100-199: Upper division courses ordinarily open only to students who have completed at least one lower division course in the given subject, or six quarters (or four semesters) of college work. Special study courses for undergraduates are numbered 199.
- 200-299: Graduate courses ordinarily open only to students who have completed at least 18 upper division units basic to the subject matter of the course
- 300-399: Professional courses specifically designed for teachers or prospective teachers and are offered in Education or other departments
- 400-499: Other professional courses
- 500-599: Individual study or research graduate courses if they may be used to satisfy minimum higher degree requirements
- 600-699: Individual study or research graduate courses that do not satisfy minimum higher degree requirements

In addition to these system-wide classifications, UC Merced reserves the following course numbers for specific purposes:

- 090, 190, 290: Topics
- 091, 191, 291: Seminar Series
- 092, 192, 292: Internship
- 095, 195, 295: Undergraduate/Graduate Research
- 297: Dissertation Research
- 098, 198, 298: Directed Group Study
- 099, 199, 299: Individual Study

Commented [JR1]: Other than %95, %98, and %99, numbers here are proposed, not current, practice.

Courses under these categories must adhere to the standard number assigned to its course type; likewise, courses not belonging to these categories may not use these particular numbers. Exceptions to standard numbering, along with the introduction of new reserved numbers, must be considered by the Undergraduate (UGC) or Graduate (GC) Councils, respectively, in collaboration with the Office of the Registrar.

Course Number Suffixes

A suffix following a course number provides additional information about the content and focus of the course, and in some instances, its relationship to other courses. If a suffix is warranted, the letter should be chosen from the following list of valid suffixes, consistent with their corresponding reasons:

Suffix	Reason
A	Series course; music ensemble in specific disciplines
B	Series course; dance ensemble in specific disciplines
C	Series course
D	Series course
F	Fieldwork/Field trip
H	Honors
L	Laboratory
R	Research-focused
X	Freshman seminar

In instances where a course is both part of a series and research-focused, a double suffix may be used (e.g. CRSE 100AR). Proposals to introduce new suffixes or additional suffix meanings must be reviewed by UGC and GC, in collaboration with the Registrar’s Office, to ensure consistency across the various disciplines and to assess the impact on course and student records.

Course Descriptions

Course descriptions should provide a concise yet comprehensive synopsis of course content and must not exceed a maximum of 75 words. The scope of the description should be limited to what students will learn in the class and should not include administrative notes, advertisement for the course, or syllabus- or schedule-level information that changes over time (e.g. instructor names, specific texts, software tools, class activities). For additional stylistic considerations when composing course descriptions, see the [Course Request Form \(CRF\) Style Guide](#).

Repurposing Course Numbers

Course numbers may be repurposed for a new or existing course only if the number has been inactive for a period of seven years from the term in which it was discontinued. In the intervening time, the course must not be offered and students must not enroll in or receive a grade for the class. This seven-year dormancy period will ensure there is no overlap in student records between the new course and previous, unrelated versions.

Course Changes Requiring New Number

Substantial modifications to an existing course may require the course to take a new number and the old number to be deactivated. Whereas minor revisions change extraneous aspects of a

course, significant modifications alter the underlying character and content of the course, in which case it should be treated as “new.” Repurposed course numbers may also be used in these instances, so long as they have been dormant for the requisite seven-year period. As to what constitutes a minor versus substantial course change, consider the following questions as guides. “If a student took the old version of the course, should he or she receive credit for taking the new course?” If yes, then the course most likely should receive a new number. Or “if the student took this course a year ago, will he or she be taking the same course today?” If no, the course should most likely receive a new number.

Here are examples of course changes that most likely do not require a new number:

- Titles or abbreviated titles (as long as the substance of the course remains the same)
- Descriptions (as long as the substance of the course remains the same)
- Unit value
- Requisites and restrictions
- Instructional activity types (e.g. lecture, lab, discussion, etc.)
- Weekly contact hours
- Grade mode (e.g. letter grade, pass/no pass, etc.)
- Crosslisted/conjoined courses
- Repeat option

Here are examples of course changes that most likely will require a new number:

- Titles or abbreviated titles that significantly alter the substance of the course
- Descriptions that significantly alter the substance of the course
- Divisions (i.e. a lower-division course becomes an upper-division course, or vice versa)
- Temporary courses becoming permanent (i.e. if a Topics or an individualized study offering is made a stand-alone course, it cannot keep its previous generic number; it must be assigned a unique number to distinguish it.

Cleaning-up Old Courses

Any active courses not offered for seven years from the current academic year (i.e. the Fall semester of a calendar year) will be deactivated in the SIS (Banner) and removed from subsequent Academic Catalogs. At the start of each Fall term, the Registrar’s Office will collaborate with School curriculum staff to identify unused courses. These courses will then be discontinued via the curricular approval/CRF process, which must be completed no later than the following Spring semester, before the Academic Catalog is published for the next year. Deactivation does not mean a course will be deleted entirely, only that it will become inactive and remain dormant until the need arises to offer it again. A discontinued course may only be reactivated again by the CRF process. Any course slated to be deactivated during a particular academic year may remain active at the request of the School responsible for the course.

Topics Courses

Topics courses may be offered a total of three semesters—regardless if the semesters are sequential or not—using the same title and content. After the third instance, a course may no longer be offered as a “Topics” and must go through the curricular approval process to become

a permanent, stand-alone course. Individual or group study courses (e.g. ...95, ...98, ...99 courses) should not be treated as “Topics” with course sections of varying titles and content offered for general registration on the class schedule, since Topics courses have their own designated numbers (i.e. ...90 courses).

Minimum Class Size

The following are the minimum enrollment limits set by UC system-wide policy:

Lower-division: 12 students

Upper-division: 8 students

Graduate: 4 students

In the event that enrollment in a class falls below the specified limit in two successive offerings, the class should not be conducted again with enrollment below the norm, unless approved by the Dean of the School. Exceptions may be made in certain circumstances, including the following:

- A course is required for graduation, and if the class were cancelled, the graduation date of students would be affected
- A course is required in a major program, and the class must be offered at a particular time to maintain proper sequence of courses
- A course (or the program to which it belongs) has been offered for only a short time and has not yet developed its full potential
- A course is experimental in character, and additional time is needed to assess its potentialities
- The need for special facilities (e.g. lab, studio, videoconference) limits the size of the class
- The need for close personal supervision of the students by the instructor limits the size of the class (e.g. clinic, fieldwork, studio)
- A course does not attract a large student clientele, but which should nevertheless be included among instructional offerings due to its importance to scholarship.

Note: The policy does not apply to independent study, research, or thesis work, and refers to primary section enrollments of each course and to the average enrollment of each type of secondary section (e.g. lab, discussion). See [President Hitch’s March 14, 1973 memo to Chancellors](#) for the full scope of this policy.

Final Exams

Per Academic Senate Regulation (SR) 772, “final exams are required in all undergraduate courses, except as provided elsewhere in [the] Regulation.” So far as practical, exams should be written and must be completed within a specified time limit—not to exceed three hours’ duration for non-laboratory courses—as scheduled by the Office of the Registrar. With the approval of the Curriculum Committee for each School in conjunction with the instructor, the final exam may be omitted in any undergraduate course or group of courses for any given semester. Each term, School curriculum staff will communicate to the Registrar’s Office, preferably during the schedule drafting process prior to student registration, which courses do not require an exam period. Final exams in laboratory and graduate courses are not compulsory, although they may be required at the discretion of the instructor and the Curriculum Committee for each School.

Commented [JR2]: Or some other approval group. SR 772 refers to “the approval Committee on Courses and upon recommendation of the department concerned”

Commented [JR3]: Similar to note immediately above

Unit Values

Course unit valuation is governed by Academic Senate Regulation (SR) 760, which states the following: “The value of a course in units shall be reckoned at the rate of one unit for three hours’ work per week per term on the part of the student, or the equivalent.” “Work” refers to in-class contact time as well as time spent outside of class for assignments, studying, or research, whereas “equivalent” acknowledges that workload can vary from week to week over the course of a term. Since SR 760 does not distinguish between “contact” and “non-contact” hours, UC Merced uses the following formula for calculating total work hours: one unit equals 45 hours of work per term (and thus two units at 90 hours, three units at 135 hours, etc). Schools and Graduate Groups are responsible for delineating the distribution of a course’s average weekly contact/non-contact hours on the Course Request Form (CRF). For further details related to this policy, see: http://senate.ucmerced.edu/files/public/Credit%2520Hour%2520Policy_Approved3.13.12.pdf

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Converting Work Hours for Shorter Terms

Use the table below to determine the total weekly hours (i.e. contact plus non-contact) needed for various term lengths:

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Commented [JR4]: These charts, based on ones used by Berkeley, assume we are calculating by a 15-week calendar

Total Work (contact plus non-contact) Hours per Week				
<u>Unit</u>	<u>15 Weeks (Fall/Spring)</u>	<u>8 Weeks</u>	<u>6 Weeks</u>	<u>Total</u>
<u>1</u>	<u>3 hours</u>	<u>5.75 hours</u>	<u>7.5 hours</u>	<u>45 hours</u>
<u>2</u>	<u>6 hours</u>	<u>11.25 hours</u>	<u>15 hours</u>	<u>90 hours</u>
<u>3</u>	<u>9 hours</u>	<u>17 hours</u>	<u>22.5 hours</u>	<u>135 hours</u>
<u>4</u>	<u>12 hours</u>	<u>22.5 hours</u>	<u>30 hours</u>	<u>180 hours</u>
<u>5</u>	<u>15 hours</u>	<u>28.25 hours</u>	<u>37.5 hours</u>	<u>225 hours</u>
<u>6</u>	<u>18 hours</u>	<u>33.75 hours</u>	<u>45 hours</u>	<u>270 hours</u>

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Use this table to determine how many contact hours are needed for a course in a shorter term to equal the contact hours of a standard 15-week course:

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Contact Hours Per Week				
<u>15 Weeks (Fall/Spring)</u>	<u>8 Weeks</u>	<u>6 Weeks</u>	<u>Total</u>	
<u>1 hour</u>	<u>2 hours</u>	<u>2.5 hours</u>	<u>15 hours</u>	
<u>2 hours</u>	<u>3.75 hours</u>	<u>5 hours</u>	<u>30 hours</u>	
<u>3 hours</u>	<u>5.75 hours</u>	<u>7.5 hours</u>	<u>45 hours</u>	
<u>4 hours</u>	<u>7.5 hours</u>	<u>10 hours</u>	<u>60 hours</u>	
<u>5 hours</u>	<u>9.5 hours</u>	<u>12.5 hours</u>	<u>75 hours</u>	

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6 hours	11.25 hours	15 hours	90 hours
Contact hours			

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Online and Hybrid/Blended Courses

UC Merced courses are categorized by the following instructional delivery modes:

- *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/Blended (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 delivered online and usually has no face-to-face meetings*

Within the context of distance-based formats, contact hours refer to the average weekly hours in which a student is engaged actively with the instructor and other students through video-conferencing, recorded lectures, phone conversations, chat forums, etc., while non-contact hours refers to the average weekly hours a student will likely spend independently or in group work to complete assignments, reading, writing, fieldwork, research, practice, preparation for exams, etc. Course units per weekly hours for online/hybrid/distance classes are calculated at the same rate as traditional in-person courses (i.e. one unit for three hours' work per week per term).

As required by UC Merced's Credit Hour Policy, faculty who are proposing to teach a course in which face-to-face contact represents less than one-third of the total hours of required work per week must explain the rationale via the Distance/Blended Course Approval questionnaire for undergraduate and graduate courses, respectively, and the course's CRF must indicate that the course employs a web-based instructional method.

Commented [JR5]: This section is proposed usage. UCM course maintenance practices do make the distinction between face-to-face, hybrid/blended, and online courses, but as far as I know, no detailed definitions of this sort are formally written yet. Proposed percentages and explanations here borrow heavily from the Annual Survey of Colleges.

GRADUATE FELLOWSHIP AWARDS

Document available at:

["https://ucmerced.app.box.com/files/0/f/6919019494/Graduate Fellowship Awards AY 15-16"](https://ucmerced.app.box.com/files/0/f/6919019494/Graduate_Fellowship_Awards_AY_15-16)

Timeline for AY 15-16 Cycle 4:

- March 24 – deadline by which Box access is given to GC reviewers.
- March 28 – deadline by which GC reviewers must report to Senate office any conflicts of interest with student fellowship applications
- March 29 or 30 – Senate office to organize either a conference call or in-person meeting for the review teams to go over the instructions and criteria for reviewing
- April 12 – deadline by which all reviewers must be finished with reviews. They will either post their completed scoresheet on Box, or email their sheets to Senate office
- April 15 – deadline by which Senate office compiles scores onto a Scoring Spreadsheet.
- April 18 – conference call or in-in person meeting for review teams to finalize their rankings and adjust any inequities
- April 18 – Senate office arranges the Scoring Spreadsheet to only show these columns: Student Name, Graduate Group, the Fellowship Name, and their ranking.
- April 19 – Graduate Council meeting. The review teams' fellowship rankings are presented to the whole GC for final approval. (GC only sees the columns of the Scoring Spreadsheet mentioned above).
- April 19 – upon approval by GC, the final ranked list of winning student applicants is emailed to the Graduate Division.