

UCLA Extension Approvals Guide

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Introduction

This is a guide to academic administration at the University of California with emphasis on the world of UCLA Extension. It can provide anyone with foundation as to why we do things as we do. More specifically, it can serve as a comprehensive “how to” manual for program representatives charged with navigating the process. Here you will find broad concepts defined, such as “what, exactly, is ‘academic credit’?” You will find details underlying procedures required of personnel who may need to know “how many letters of recommendation will I need for this instructor’s dossier?”

We suggest those who want to cut straight to the procedures skip to Part II which presents our approval policies with extensive procedural notes. If interested in having a more thorough understanding of the underlying theory of academic administration, read the essay that is presented as Part I.

You will find a central theme to this material wherever you begin, which is: the responsibility for authorizing and supervising the courses and curricula of the University of California is reserved, by order of the Regents, to its Academic Senate. The Senate’s interests range from the review of general public interest programs to the establishment of controls and standards for the award of doctoral degrees. Within this jurisdiction are processes we commonly call “academic administration.” The Senate decides on such matters as admissions and admissions requirements, grading/evaluation, course numbering, rules of residence and a myriad of other matters central to the teaching mission of the University.

The Senate and its governing regulations provide a framework for UCLA Extension’s academic program that largely determines how we operate now and how we will operate in the future. With a careful read of this material, we believe you will find firm footing to respond directly to public inquiries about our academic program. You will also find detailed procedures and discover techniques you can use to fully meet our approval obligations *with least effort expended*.



Fred Churchill
Director of Institutional Policy
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Part I: Fundamentals of Academic Administration

In the Beginning

Who decides what gets taught at the University of California? How do we manage **quality assurance** when we are dealing with intangibles such as the training to be able to create new knowledge then transmit it (doctoral/graduate instruction); or to be effective and successful in preparing highly skilled professionals for practice in our complex society? Universities produce an intangible – *knowledge* – they are storekeepers of it as well. Universities are expected to transmit the new and a great deal of tried and true knowledge by teaching it to succeeding generations. Because the output is intangible does not mean there are no measures or controls.

To find the answer to our first question – *who decides* – we turn to the very beginning of UC's story, a couple of years before its founding. During the 1850s, there was movement in Congress for the creation of endowments through the sale of federal lands to support public institutions of higher education. The efforts were stymied, particularly by congressional representatives of the southern states who had long fought expansions of Federal powers. The balance of power shifted in Congress with secession and the southern walkout. The Morrill Act passed in 1862 in the midst of the Civil War. Also known as the Land Grant College Act, it provided for the gift of public land to each state to be used as an endowment for funding. . .

support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies *and including military tactics*, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

With California allocated three Representatives and two Senators from the 1860 census, 150,000 acres (30,000 acres for each) were allocated to California's endowment. Each state had five years in which to accept the gift. The State of California formally accepted the land grant in 1866 having founded an *Agricultural, Mining and Mechanical Arts College*, at least on paper. In 1868, having obtained a proper extension for the land grant, the California Legislature passed *The Organic Act* founding the University of California.

UC was the result of a merger of the State's 1866 but never- built *California A&M* with the then private religious (Christian-Presbyterian) *College of California*. The latter had been founded in Oakland the previous decade, had outgrown its campus, and had run up debt having acquired a significant parcel of land in a place soon to be called Berkeley. The Legislature's attempt to independently found a college had failed. The College offered its land, library and academic staff, the Legislature offered a charter and the land grant endowment it had in hand, and with this merger the secular UC began under the

leadership of Acting President John Le Conte who was promptly succeeded in 1870 by President Henry Durant. The day he took office as UC's first President, Durant became the *former* president of the College of California.¹

Notice the reference in the Morrill Act to “studies. . .including military tactics”? This language provided an important hook for the federal government that in its day was prosecuting a Civil War. Since the land grant was revocable and tied to a provision for instruction in military tactics, military drill instruction became immediately mandatory for all male freshmen and sophomores at UC. It would not be until 1962 that the Regents would vote to make drill instruction *voluntary* for all male students, abandoning what President Kerr recalled in his memoirs as instruction in “hut, 2, 3, 4 – three hours a week for two years.”² To this day, UCLA provides an elaborate array of advanced courses in *Naval Science*, *Military Science*, and *Aerospace Studies*. It is therefore *everything else* we teach that is a matter of University's choice, and the choice rests with our Academic Senate.

Is this really important for me as an employee at UCLA Extension? Perhaps not, *unless you have ever wondered why we handle concurrent enrollment into ROTC sections.* Or why UCLA Extension periodically offers an *XL in Military Science* that meets on the CSUN campus, ironically to offer lower division CSUN students an opportunity to practice “hut, 2, 3, 4” by UCLA *MilSci* drill instructors. The academic disciplines cited above are those employed by Navy, Army and Air Force ROTC respectively. Cadets working toward their officer commissions may be students at various Cal State campuses and community colleges in Los Angeles that are not obliged to offer ROTC courses since they are not Land Grant institutions. The students come here because UC is obliged to provide such courses, and UCLA and UCLA Extension help UC meet what literally is its first obligation. Not to be lost is the more important concept that it is the faculty that decides *whatever else* is taught at this Land Grant University.

(As an aside, UC Extensions are justifiably proud that not since 1968 have they drawn on taxpayer funding. Extensions are now wholly reliant on student fees, contracts and gifts. This is actually as it was in the beginning for UC Extension and for the whole of the University. Not until 1924, just 44 years before, did the University of California routinely require annual supplemental funding through legislated taxpayer support. The Morrill Act provided quite a seed.)

¹ Cheney, Margaret and Pelfrey, Patricia. *A Brief History of the University of California*, 2nd ed. (Berkeley: University of California Press, 2004). pp. 5-7. Cf. the aside in the shaded box, below. At page 16 of this institutionally sanctioned history, in 1887 the endowment and gifts required to operate the University fell short of operating expenses leading to a penny tax on \$100 of assessed property for the first time. In this same history, at page 28, the point is made that it is not until 1924 that the UC budget became structurally dependent on routine allocations from the legislature.

² Kerr, Clark. *The Gold and the Blue: A Personal Memoir of the University of California 1949 – 1967*. (Berkeley: University of California Press, 2001). p. 380.

UC Organization and the Jurisdiction of the Senate

The University of California is a *public trust* and a *constitutional corporation*. From the current California Constitution, Article IX:

SEC. 9. (a) The University of California shall constitute a public trust, to be administered by the existing corporation known as "The Regents of the University of California," with full powers of organization and government, *subject only to such legislative control as may be necessary to insure the security of its funds and compliance with the terms of the endowments of the university and such competitive bidding procedures as may be made applicable to the university by statute for the letting of construction contracts, sales of real property, and purchasing of materials, goods, and services.*

Neither the California State University system nor the Community College system have this constitutional distinction. Both of those systems are emanations of the California Education Code, and the Legislature has a less bridled authority to direct aspects of their operations. Toward the University of California on many matters there is deference expressed by the legislature, and it is not difficult to find the deference expressed in the law. For example, Education Code section 66205.5 – and there are many sections like this – begins:

The **California State University** *shall*, and the **University of California** is *requested to*, do all of the following:

Of course, as a public trust it would be highly unusual for the University to buck the will of the Legislature upon which it had come to be at least partially dependent for funding. Moreover, a significant portion of the Education Code as it relates to public higher education in California was revamped in the 1960s having been largely authored by UC's own President Clark Kerr. That package of revisions to the Education Code are commonly referred to as the *Master Plan for Higher Education*. The provisions in law here are generally *prescriptive* toward UC – the deference from the legislature is distinctly missing. For example, that portion of the Master Plan/Education Code that defines the inner workings of inter-institutional transfers between the three "segments" of higher education reads:

66730. (a) The Regents of the **University of California**, the Trustees of the **California State University**, and the Board of Governors of the **California** Community Colleges *shall* have as a fundamental policy the maintenance of a healthy and expanded student transfer system. Both the **University of California** and the **California State University** *shall* have as a basic enrollment policy the maintenance of upper division enrollment, which are students who have attained upper division status, at 60 percent of total undergraduate enrollment. This goal shall be met through programs aimed at increasing the numbers of qualified transfer students from the community colleges without denying eligible freshmen applicants.

Are these fine distinctions really that important? What do they mean to me?

Students who believe they are a victim of discrimination by the actions of UCLA Extension staff sometimes file complaints with the State of California's Department of Fair Employment and Housing – the state agency that hears such cases and *would* hear such a case if filed against a community college or a CSU. On more than one occasion, UC Office of General Counsel has written a polite letter to DFEH explaining they have no jurisdiction on such matters at UC – a fact important for some Extension staff to know very well. The important point here is that University of California enjoys certain autonomy under the Constitution, and a very certain place within the law. *And a key point for all to understand:* employees of the University of California are employees of a corporation known as *Regents of the University of California*. They are not employees of the State of California. Employees who direct students how to make out a check may now better understand why the payee is *Regents of UC*.

The University of California is one university, with an array of campuses, laboratories, agricultural stations, schools and colleges. The President of the University of California is the head of its faculty. The President reports to the Regents, and represents before the board the entire faculty on all academic matters. The President is also the chief executive officer for the university with respect to its business activities. The office therefore carries with it a dual responsibility, and emanating from that dual responsibility is a system of “dual governance” that extends to the campus level. Academic matters (e.g. “What gets taught here, and by whom?”) are the province of UC’s Academic Senate. Business decisions are reserved to professional managers and administrators (e.g. “Shall we develop a new payroll system, and if so, how shall it work?”) The Senate asserts in some domains an advisory role, even in matters reserved ultimately to the administration, particularly when the general welfare of the University or its reputation is at stake.

The Academic Senate is comprised of UC’s senior academic administrators (President, Chancellors, Provosts, Deans), its regular teaching staff (Professors, Associate Professors, and other enumerated ranks), directors of certain academic departments, plus a small number of specialized positions routinely involved in academic life (e.g. principal admissions officers, University Registrar, University Librarian). The Senate is organized into statewide structures and committees, such as the *Assembly* (a “committee of the whole”), and the *Board of Admissions and Relations with Schools* (a committee that recommends undergraduate admission policies). The Senate is also subdivided into *Divisions*, with one *Division* each representing a campus. The *Divisions* (which are really very large sub-committees) are further divided into *Faculties* – one faculty for each School and College. Finally, there are special councils and committees of the Senate at the campus level with assigned topical responsibilities. For example, the *Los Angeles Division* has a *Committee on Continuing and Community Education*, with representatives of multiple faculties and with the following mission that transcends departments, Schools and the College:

The mission of the CCCE is to advance programs in continuing and community education that meet the public's needs, that maintains UCLA's reputation for academic excellence, that promote innovative methods of instruction, and support the mission of the University. The CCCE focuses on educational issues and academic programs for non-matriculated students who are not registered or enrolled in undergraduate or graduate degree programs. It considers the educational, organizational, technological, legal, and economic dimensions of continuing and community education at UCLA, seeking to advance the University's contribution to society and its position as a leading research institution.

This Senate Committee is established in part to help UCLA Extension fulfill its own mission. But with such a mission statement, they will *also* be interested in the continuing education activities of the Schools, such as the continuing medical education activities offered through the UCLA David Geffen School of Medicine, or perhaps the certificate programs now offered through the School of Theater, Film and Television.

The Senate is self-governing within its own by-laws. (The by-laws can be viewed over the Internet, both at the division level and statewide.) Members of the senate vote on proposals and resolutions within this elaborate committee structure. Rather than have the President empowered to appoint, since 1920 the Senate has decided on their own committees – and the faculty make their own committee appointments rather than have appointments made by the executive authority. System-wide, the Senate promulgates regulations that are called just that – *Regulations of the Academic Senate of the University of California* – binding on all Divisions. The Divisions themselves promulgate local campus regulations that must conform to the higher authority (unless a divisional variance is explicitly granted), which can yield a unique flavor to the particular campus' academic regimen. Perhaps the best known examples of divisional character can be seen with unique grading policies offered by the faculties of the Santa Cruz division (no letter grades), or the collective preference of Berkeley and Merced faculties for the semester system. The statewide regulations – a recommended read for all CEs – can be found at:

<http://www.universityofcalifornia.edu/senate/manual/regstoc.html>

Within those regulations you will find material that governs academic life at the University of California, including matters specifically related to UC Extensions. The only authority at UC that can trump the authority of the Senate is the very body that empowers and defines it – the Board of Regents itself – expressed through the board's Standing Orders and periodic directives. Let's review:

*Who decides what gets taught at the University of California? **Faculties and Committees of its Academic Senate.** How do we internally manage quality assurance when we are dealing with intangibles such as the training to be able to create and teach new knowledge (doctoral/graduate instruction), or to be effective and successful in preparing highly skilled professionals for practice? **For this, UC relies on its faculties and councils, creates special oversight committees of its Academic Senate, and often forms advisory boards.***

Origins of UC Extension and its Definition in Senate Regulation

In June 1891, UC announced an experiment. An array of courses in history, mathematics, English and philosophy would be offered to the public in San Francisco and conducted provided there was sufficient demand. The demand was there. Offering public lectures by UC instructors had been championed by the distinguished professor of English Charles Mills Gayley³, and his enthusiasm was shared by many of his peers. Gayley had begun offering these public lectures, considered *extramural* – literally “outside the walls” of what traditionally was a closed learning community – because student/participants need not be regularly admitted. Anyone was welcomed to enroll. There were no admissions criteria.

The courses were considered *extracurricular* since the course or lecture need not be part of the regular, approved University curriculum. In October of 1891, Gayley himself attracted 160 enrollments into a class on *Shakespeare’s Tragedies*. A report on the success of the experiment with a request to formally continue it was submitted to the Regents May 12, 1892. The Regents concurred the activity had merit. UC Extension was formally underway that day.

In January 1894, Gayley appeared in Los Angeles to offer a course in *Shakespeare’s Comedies*. UC Extension intended to offer a program *extraverted* to serve the entire state, not just the community in the immediate vicinity of the campus in Berkeley. To fulfill this capability, within short decades and certainly by the time UC Extension opened its southern district with an office in Los Angeles (1917), we’d become *doubly extramural*: not only were Extension students not necessarily admitted UC matriculants, but Extension’s instructors need not have regular UC faculty appointments. We organized courses in the locale of our students, wherever they may be, drawing on local experts to serve as instructors.

These then are the three principal characteristics that distinguish the Extension program from all other teaching endeavors of UC: it is *extramural*, it is (or can be) *extracurricular*, and it is *extraverted*. Special structures of governance arose accordingly, even in the early decades of the University.

- Because Extension’s roots run deeply into the early years of the University and because it is so distinctive in its role, even early editions of Senate regulation have special provisions regarding its academic administration.

³ The street adjacent to our administration building is named for Gayley. Le Conte is named for Acting President and later President John Le Conte, mentioned above at page 4. (Le Conte’s brother Joseph was also a member of the founding faculty of UC: he and his brother had transplanted from civil-war ravaged South Carolina. Joseph became a protégé of John Muir, and with him and others, founded the Sierra Club. We believe Joseph may have lectured through UC Extension.)

- At its beginning, UC Extension administratively reported directly to the Office of the President as a statewide program. The spin off and creation of campus-based Extensions would not occur until the 1960s – not long after the office of Chancellor was defined for each campus. As recently as the 1950s, Extension courses yielding credit required the approval of the UC *Vice President for University Extension* who was based in Berkeley, *followed* by the approval of local academic departments. Prior to 1952, the highest ranking officer at any campus was *Provost* -- the era of Chancellors equipped with a strong, independent administrative arm at the campus level began that year with delegations of authority from the Office of the President.)
- Standing Orders of the Regents 105.2(c) dating from 1923 defines the powers and privileges of the Senate.

The Academic Senate shall authorize and supervise all courses and curricula offered under the sole or joint jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by the Board, except that the Senate shall have no authority over courses in the Hastings College of the Law, San Francisco Art Institute, in professional schools offering work at the graduate level only, or over non-degree courses in the University Extension.

“Non-degree courses” meant then and means now those not offering academic credit. The exception from Senate authority over Extension’s non-credit offerings came in a 1960s era revision that memorialized a practice in place from the beginning. By the time *UC Extension Southern District* was founded in 1917 at Los Angeles, the distinction was already well understood. In its first year of operation, 45 courses bore credit and required an approval. 20 were non-credit offerings.

Later we will explore in detail the approval policies and procedures that have us vetting credit-bearing courses and the instructors who teach them with regular faculty and sometimes with a senate committee. We will see how the distinction regarding non-credit courses affects our vocabulary and has evolved in practice.

Accreditation

“Is UCLA Extension accredited?” Extension personnel frequently field this question, and while seemingly simple, the questioners’ motives for asking define some underlying issues that can be baffling. First, what does accreditation mean?

Accreditation is a certification that enables a College or University to offer academic credit that will be recognized and acceptable for transfer by other accredited institutions, and that will also render the institution eligible for Federal funds made available by acts of Congress both for institutional use, and for the use of its students in the form of financial aid.

Although our federal government has a Department of Education, this cabinet level agency does not have the charge for directly accrediting, chartering or licensing institutions of higher education as is done by Ministries of Education in a number of European countries. In the US, quality assurance is managed by peer reviews organized by accrediting associations. The US Department of Education *recognizes* certain associations as competent to conduct accreditation reviews, and therefore *indirectly* qualifies the University or College for receipt of federal monies upon accreditation.

US accrediting agencies come in two types, *regional* and *national*. The six *regional* accrediting associations conduct peer review audits of all post-secondary institutions. The *national* accrediting agencies specialize in particular vocational or professional practices. The *regionals* are therefore considered most important with respect to the mutual respect afforded for academic credit earned at colleges and universities. Accreditation by *nationals* can provide an important signal to entire professions regarding specific professional practice. Many institutions will be accredited by one *regional* and one or more *nationals*. For example, the **Fashion Institute of Design and Merchandising** in downtown Los Angeles is accredited both by the *Accrediting Commission of the Western Association of Schools and Colleges for Senior Colleges and Universities (WASC)*, and by the *National Association of Schools of Art and Design*. Both of these accrediting bodies are *recognized* by the US Department of Education.

Many substandard schools are simply not *accredited*. Some which appear to be accredited are nevertheless substandard schools with a so-called accreditation granted by a substandard agency not *recognized* by DoED. The student who is calling about our accreditation is usually seeking a reassurance that ours is a quality program. Frequently, a students’ reimbursement for fee by an employer may hinge on enrollment at an accredited institution.

UCLA is accredited by **WASC** as are the other campuses of UC. UCLA’s last site visit by faculty from other institutions was completed in 2010.⁴ UCLA’s next scheduled site visit is taking place in the spring of 2020. The site visitors

⁴ UCLA’s faculty is also active in the accreditation reviews of other institutions.

will examine in great detail the 131 baccalaureate programs, the 114 masters degree programs, the 9 professional doctorate programs, and the 81 programs leading to the PhD that make up the core academic program. They will examine matters of student life, and educational facilities such as the support of the libraries with respect to the academic programs. They may or may not express an interest in reviewing UCLA's continuing education capacities.

UCLA is also accredited by a number of *recognized national* accrediting agencies.

To be asked if UCLA Extension is accredited is actually a poorly framed question because it seems to start with the assumption that UCLA Extension is an institution of higher education in its own right. As we have seen, it clearly is not. UCLA Extension is an academic program at UCLA, and UCLA is accredited. We therefore respond to the question by affirming, ***“Yes, UCLA is fully accredited and UCLA Extension is an academic division of UCLA.”***

Our respect for accreditation reciprocates. Students petitioning for advanced standing in one of our certificate programs are expected to present transcripts from another *accredited* institution (if from the US) as evidence that the work earned elsewhere merits our consideration.

Credit and Units | Quarters and Semesters

The teaching/learning process features tempo and rhythm. If leading toward a measurable outcome or achievement such as a degree or a certificate, the process also features duration. Learning takes time.

Duration may be the easiest concept to define. Universities and colleges are sometimes referred to as “4-year institutions” certainly to distinguish them from “2-year institutions.” Although this may sound obvious, consider that a 2-year institution does *not* offer the same outcome in half the time. Rather, it offers half the education and a different testimonial. Duration is therefore related to an outcome – we usually think of baccalaureate (B.A., B.S.) degrees. The exposure and delivery of material occurs over a fixed period of time. All other things being equal (such as individual aptitude) there is an assumption that there is only so much anyone can learn in a day.

Courses are defined in units, but the units themselves are actually a special measure of time that the average student will take to master a defined body of material. Units are also related to academic terms, which are expressed in the academic calendar⁵. *Quarter* terms, *semesters*, *trimesters* – even syncopated

⁵ The academic calendar is related to the growing season. The traditional fall semester begins shortly after the harvest of spring wheat (mid-August). The end of the spring semester comes in May, just before spring wheat is planted. Conventions are often found to have deep roots indeed.

combinations using “minimesters” and “interterm sessions” are all employed at various institutions. UCLA employs the quarter system – four equal terms of 10 weeks of instruction wherein residence during three of the four “regular sessions” beginning in fall constitutes a full academic year. This has not always been the case, nor is it now the case at all campuses of UC.

Magically arithmetic and underlying it all is a core equation – the $e=mc^2$ of academic credit valuation at UC and elsewhere in US higher education – found at Senate Regulation (“S.R.”) 760:

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 a student, or the equivalent.

Notice that the valuation is not based on contact time in class or lecture time, or even by an arbitrary judgment about a quantity of material to be mastered. Instead, it is based on a considered judgment about how much time a student – read that *average* student for our *admitted* student population which is already exceptional – will expend mastering the material presented both in class and while engaged in outside study. Homework counts.

To see how this language works its magic – peculiarly applicable to whatever type of term is employed – let’s reconstruct the academic life of the UC full time student just prior to WWII. The entire University of California and nearly all other institutions of higher education were at this time organized to deliver instruction on the semester system. The semester system calls for an academic year to deliver two formal equal terms of 15 weeks of instruction each.⁶

- In the semester system, a normal *full-time* load is defined with 15-units/term.
- A standard semester-term course is scheduled to present 3,000 minutes of instruction, or 50 hours total for the term. From our formula, however, our student will spend much additional time at study. Over the course of the term, per formula and assuming a 15-unit load, we expect that the student will be spending approximately 45 hours per week, both in class and hitting the books. (15 units * 3 hours/week = 45 hours/week.) Note that our pace somewhat emulates our student’s future work life – the definition of “full-time” for a student is not unlike the definition of “full-time” with respect to the 40-hour work week. (This is not entirely coincidental.)

⁶ Note the distinction *weeks of instruction*. Academic terms are typically trailed by a week of assessment – a “finals week” preceded at some institutions by a “reading week.” Every academic term requires a brief period of time ahead of instruction for students to handle their administrative chores, including enrollment in classes and acquiring textbooks. Any quarter at UCLA will therefore officially come padded with days before instruction begins, and will officially end at least one week after instruction has ended to accommodate finals, yielding a twelve week duration. The UCLA calendar may include an interregnum between this *end* and the official *start* of the next. Due to its unique programming capabilities, UCLA Extension maps the entire calendar of 365/6 days per year to a term, less the official holidays. Courses belong to the term defined by its *first* or *only* meeting date. We align our quarter start dates with the start dates defined by the University Registrar, then define the end-date of any quarter to be the *day before the official start of University’s next term*. Accordingly, Extension’s fall quarter technically ends in the early days of January of the following year.

- Having “passed” all classes by earning passing grades, our full-time student can expect to graduate at the end of the fourth year. (2 15-unit semesters per year times four years yields 120 units, for 1,500 hours of contact instruction.)

With the continuing rise of industrial management techniques and their application in fields far from the factory floor, institutions of higher education reflected on ways to maximize the use of the capital stock invested in library collections, buildings and grounds. The semester system seemed peculiarly inefficient – two 15 weeks of regular instruction per 52-week year suggested there might be meaningful opportunities. A too-short tuition-charging summer session failed to attract regular students. (UC had begun summer sessions in 1900 as a fully self-funded enterprise.⁷) By the mid-1960s, the tidal wave of post WWII baby-boomers was expected to crest. In addition to opening new campuses, UC was openly considering “year-round-operations.” A redefinition of the academic calendar to employ the quarter-term system was a *required* first step for year-round-operations. The Regents approved a quarter-based academic calendar for systemwide implementation in 1966.

In the quarter system we have three formal academic terms (Fall, Winter and Spring), each having 10 weeks of instruction, plus a summer term that also provides for 10 weeks of instruction. Note that for the normal student working full time during the “regular academic year,” the feast of knowledge will be presented at a table of equal dimension – 30 weeks of instruction – but the rhythm changes with more, shorter classes and a greater frequency of testing. It is the *opportunity* for exploiting a fourth, full term of 10 weeks that was appealing to the industrial engineers considering the merits of the quarter system. Academically, professors could theoretically pick up the same set of lectures to conduct the same class in any of these four equal quarters. That opportunity remained and perhaps remains largely unexploited.⁸

⁷ For a brief history of UC Summer Sessions, see ***University of California History Digital Archives***; http://sunsite.berkeley.edu/uchistory/general_history/campuses/ucb/summer.html. Summer Sessions has always been distinguished as an *intramural* academic program with respect to students served (the courses to be offered are expected to be those most desired by admitted students, and credit earned is recorded by the regular session, University Registrar), but *extramural* with respect to offering teaching posts for distinguished visiting instructors outside the ranks of regular faculty. Extramural student enrollment (“open enrollment”) is also a feature, but only to help underwrite the costs – not to satisfy any mission element of extraversion to serve the State as is found with Extension. Since from inception it operated as an internal enterprise not unlike Extension, the UC Summer Sessions have always charged tuition.

⁸ As the new campuses opened in the early 1960s (Santa Barbara, Santa Cruz and Irvine), they opened on the quarter system. Berkeley and UCLA *went* quarter in 1966. As it turns out, only UCLA and Berkeley went to full year-round operations that the quarter-system promised, with four fully funded and operating quarters of equal duration. It did not last – at Berkeley for three years and at UCLA for only two (academic years 67-68 and 68-69). With the state funding for faculty salaries to cover summer rescinded, the Summer Quarter reverted back to “summer sessions” and the optional, entrepreneurial enterprise it had always been. The Berkeley faculty voted to revert to the semester system, but was refused initially, prevailing finally in 1983. The quarter system was retained at UCLA, except its School of law reverted to semester in 1978, and its School of Medicine reverted in 1987. UC Merced opened on the semester calendar. For more on this history, see Clark Kerr’s *Personal Memoir* pp 391 – 397.

In 1966, UC Extension – at the time still a statewide program -- converted to the quarter system with the rest of the University. Our students’ transcripts note this change. At that time, 10, 12 and 14 week formats with two variants were considered for Extension’s predominately evening program. From the five proposed formats, the Senate and

Let us now rework the math for the quarter system:

- The standard 4-unit quarter-term class requires the student to work 3 hours per week for each unit earned during the quarter, just as is the case of a semester unit. A “full-time” student carries a load of four 4-unit classes per quarter (a normal 16-unit load), every student can slack to a lesser load periodically and make it out in four years.
- Our standard 4 quarter-unit course is scheduled to include 2,000 minutes of instruction, or 33 hours 20 minutes over the term. From our formula, however, our student will spend much additional time at study. Over the course of the term, per formula, we expect the student will be spending approximately 48 hours per week, both in class and hitting the books, over the course of the quarter. ($16 \text{ units} * 3 \text{ hours/week} = 48 \text{ hours/week.}$)
- Our quarter-based institution awards its degrees to students who have successfully completed at least 180 quarter- units of instruction. Having “passed” all classes by earning passing grades, our full- time student can expect to graduate at the end of the fourth year.

The overall teaching/learning output of semester and quarter term institutions is therefore the same. A degree earned at Berkeley or Merced and the same degree earned at UCLA can be accomplished with the same commitment and duration (4-years), with differences only in pace and rhythm. This is most easily seen by imagining a one-year survey of *Western Civilization* conducted at UCLA under the quarter system, and one presented in UC Merced semesters. At UCLA, the student would enroll in three quarter- term classes, each with 2000 minutes of instruction for a total of 6,000 minutes of instruction, all completed over a total of 30 weeks and requiring a commitment of 360 hours of lecture and study. At Merced, the student will have enrolled in a sequence of two semester term classes, each with 3,000 minutes of instruction, all completed over a total of 30 weeks and also requiring 360 hours of student engagement. The UCLA student will have taken one more final examination, but will have been presented with the same amount of material in lectures and will have committed the same amount of time to study. The quarter system will arguably enable a student to explore further, since quarter-based students have many more courses to take and in some cases a larger menu from which to choose.

The arithmetic of semesters and quarters is not tidy in all respects. When more complex conversions are required as is the case when students transfer between institutions, interesting challenges can arise. For example, should UCLA offer a two-quarter sequence of two 4- unit classes (total 8 quarter units – imagine Management 1A and 1B where there is no “C” in the sequence), the exact equivalent at UC Berkeley might not be found unless packaged in a single

Extension settled on a twelve week format, fixing Extension’s standard quarter-based lecture format to one class meeting per week to run from 7pm to 10pm, each meeting to include one 15-minute break, plus an additional 20 minutes of contact time to be scheduled or found = 2000 minutes. This represented a variance to Senate Regulation, since it allowed for Extension a unit valuation *based wholly on contact time*. The new 12-week format was put into use September 1966 when the curtain rose on UCLA’s first quarter term. In 1990, 1994 and as recently as 2002, UCLA formally explored reversion to the semester system.

semester course with content compressed and therefore offering higher than standard units, or relaxed into two low-unit semester courses. This is unlikely. Exact *material* matches are not always found and they are not expected. In many cases, admissions officers will accept only units on conversion and not waive course/content requirements when faced with such content mismatches.

We expect the ratios by now have become obvious to you. A quarter-based class of standard 4-unit format will present 2000 minutes of instruction; while a 4-unit semester class will present 3000 minutes, a ratio of 2:3. A quarter term is packaged in 10 weeks – a semester in 15 – a ratio of 2:3. Holding the value of an earned degree constant, and understanding that graduation from a semester school requires 120 units and that of a quarter-term school requires 180 units, the units required are proportionally valued 2:3.

We can now better understand the following features of UCLA Extension's academic administration:

- Our planning system is programmed to expect 8.33 hours of scheduled contact time for every quarter unit assigned to a proposed class. While this can be overridden (to reflect a greater than average load of work done outside of class), a four-unit quarter- term class by default is expected to have 2000 minutes of instruction.
- When students ask us how our quarter units will convert and transfer to their semester based school, we provide the formula that is featured in our catalogs: “multiply by 2, then divide by 3.” (12 units quarter yield 8 units semester.)
- When evaluating credit earned by a student at a semester-based school for advanced standing decisions in our certificate programs, we expect our CEs to apply the formula “multiply by 3, then divide by 2. (12 units semester yield 18 units quarter.)

Academic credit is a measure of progress or accomplishment expressed in units that leads to the award of an academic testimonial such as degree or certificate. Units are an expression of time expected of an average student to master the body of material to be presented. At the time of enrollment, credit is considered “attempted.” Upon grading, and only with a passing grade, do we consider credit to have been earned.

The academic calendar is coordinated by the registrar's office and posted on the institutional website. You will find planning schedules and milestones posted on Student Services' intranet page.

Special Problems of Unit Valuation: Program Formats

By the time UCLA Extension launched its first quarter term with its new twelve week standard 4-unit class in 1966, it was already deploying courses with distinctly different delivery formats. Single-day lectures and symposia had come

into their own and added *one day program* to our vocabulary. During WWII, UC Extension's dental program pioneered the *short course* format in which classes were presented in a full-day eight-hour format extending over multiple consecutive days. Our Engineering unit quickly followed suit. Soon the *Engineering Short Course*, ideally suited to support training in southern California's burgeoning aerospace industry, acquired a national reputation attracting a truly national audience for such advanced courses. With the *short course* format, Extension could reasonably expect to attract a student from out of town who would travel to Los Angeles, attend class, spend the night, then wake up for class the following morning.

The Engineering *short course* was generally presented then as it is now as a non-credit activity. Many of the students already had their terminal degrees in Engineering and had no need for academic credit, let alone the feedback of a grade. The same could be said for the *one day* program, which was and is now a format suited for non-credit activities.

During the semester-to-quarter conversion discussions held in the Spring of 1965, the matter of how to calculate credit for the *short course*, in the event one was ever offered for credit, came to the fore. There was a problem. The problem had to do with 8.33 contact hours being used as an alternate rule for unit valuation when instruction was compressed into a single week. A five-day *short course* with 40 hours of instruction was not uncommon. The question of whether it should be allowed to offer 4.8 units of academic credit as formula seemed to allow raised a brow. Senate Regulation holding for *one unit for three hours of work per week per term* (times ten weeks) could not be ignored, nor could the fact that the *short course* format took homework out of the equation. Without the homework, the Senate committee ruled that no matter what the number of hours of instruction, no course could ever offer more than 2 units of academic credit in a week.

The *one day* class presented its own challenge with respect to credit valuation. An eight hour one day class could only be fixed at less than a full quarter term unit. (.8 units?) This raised a question of fractions. When and how a student was to be assessed and tested presented other questions. (Credit is meaningful only when earned, and earning credit requires student assessment with a grade.) These relatively minor hurdles were overcome by deciding that unit valuation could be calculated and earned to the tenths of a unit. As a matter of practice, when *one day* programs offer credit, assessment is often handled with an out-of-class exercise to be submitted in writing. Because of the work burdens involved, credit-bearing *one day* programs remain rare.⁹ Departments that offer them, believing that students will be attracted because of the credit that is offered, learn quickly that prospective students are turned off by the demand to submit work after the class session.

In 1987 enrollments at UCLA Extension peaked with an astounding 124,000 for the year. Just three years before, its data processing capability had expanded greatly with deployment of new enrollment, cashiering and academic records systems. This opened an opportunity to report on programs by their format so

⁹ In AY 13-14, of the 155 *one-day* sections, none were approved to offer academic credit.

that meaningful analysis could be conducted on variations in cost and pricing. Instinctively, management understood that a *one-day* enrollment did not have the same impact or significance of an enrollment in a 12-week four-unit course in cost, revenue or effort in production. Sporting 124,000 enrollments might be extraordinarily impressive, or perhaps not nearly as impressive as we thought. With more sophisticated reporting capability, it was found that classifications of program had arisen that raised more questions than they settled.

The era of the *special* had arrived – distinguished from the standard *one day* program by the higher order of effort presumably expended in event planning, and therefore justifying a higher fee having incurred a greater expense. Soon, internal quarrels led to creation of the *large scale special* which was distinguished from the *small scale special*, both distinguished from the *one day* which was becoming lowly indeed. A *special* could even extend over more than one day, confusing the definition of a *short course*. Not to be outdone, one department insisted its programs required such effort that *large scale special* was not apt, so theirs were dubbed *large scale intensives*. Even the venerable *short course* was redefined. If the consecutive days occurred between Friday and Sunday, such courses were designated *single weekend programs*. Courses with the same presentation format but occurring Monday through Friday remained a *short course* (unless it was a *special*). It had become quite a pie fight.

Departments were running out of adjectives to classify the format of their offerings. Some even shunned offering *short courses* having come to believe *Engineering Extension* had somehow trademarked the term and had an exclusive privilege for offering courses using this important model. (Engineering had never staked that claim.) It became apparent that classification by format, which is related to credit/unit valuation, had become confused with an introspective preoccupation with work load.

The Deans Office called for reform and directed the registrar's office to examine the matter. The following standard formats were adopted. All are based on how a student engages instruction and how it is presented, stripped of any self-identified measures of internal effort. They are:

- **Regular.** The *regular* format is our familiar Senate- sanctioned standard 4- unit quarter- based course meeting once a week. As both UCLA and UCLA Extension began to experiment with formats and unit valuations¹⁰, the *regular* format course was redefined to mean any course where the meetings were once or even twice per week if on non-consecutive days, with at least six and up to 12 weeks of meetings.
- **Short Course.** Any course meeting two or more consecutive days, whatever the start day, is a short course. This format lends itself to national and international audience since the attendees can come to Los Angeles and complete the course from start to finish.

¹⁰ UCLA introduced the one-unit *Fiat Lux* freshman seminars in 2002. UCLA has also headed the other direction, re-valuing what had for decades had been four-unit courses, upgrading many to five-units with no new assignments appended or amendments in learning outcome. Occurring just as the echo of the baby boom was to crest – the children of the first wave – UCLA found itself capable of admitting more students since with these reforms it could potentially move more through to graduation at an accelerated rate.

- **Limited Meeting.** This is a format wherein the delivery is like the regular format course, but the duration of the class is six or fewer weeks. This format was largely pioneered by UCLA Extension's *Writers' Program*.
- **One day.** From the student's perspective, there can be only one delivery format to describe a course that meets on a single day.
- **Independent Study / Internship.** A course where there is typically a one-to-one ratio of student to instructor.¹¹ *Internships* are special editions, created for candidates in certificate programs who earn credit applying their newly acquired skills in a workplace under the supervision of a professional. *Independent Study* courses are typically credit bearing. *Internships* are not typically credit bearing.
- **Travel.** Courses in which travel and housing arrangements are integral to the experience for the student, and instruction is undertaken at a place other than Los Angeles. Getting there and staying over at least a night distinguishes this special format from other formats that might feature a field trips.
- **Videoconference.** A format in which the students are sitting together in a classroom, but the instructor is located elsewhere, often in another classroom peering into a video camera. Instruction is delivered synchronously.
- **Distance.** This format frees both instructors and students from classroom contact. Asynchronous communication is typical –students and instructor are not expected to engage simultaneously since we assume they may live in different time zones. The format was pioneered by UCLA Extension's *Writers' Program* using email. UCLA Extension currently employs *Canvas*, a commercial learning management system.
- **Hybrid.** Hybrids are defined as a mix of distance sessions with one or more traditional “brick and mortar” classroom meetings. (A regular session class that has online material support is similar, except with the *hybrid*, a portion of the unit valuation of the course is attributable to the presentation of material in online lecture presentation and discussion threads.)

The *distance* and *hybrid* formats wholly abandon the measure of contact time as a criterion for attributing unit value to a course. In a very real sense, here we have fallen back to an orthodox application of Senate regulation and its emphasis on learning outcomes and total time expended by the student to determine unit value. Conceptually, *all* time expended by the student is homework.

In many cases, Extension manages and maintains an effective control by offering the same class in a distance format alongside other sections in a traditional format. The learning outcomes are expected to be the same. *It is for this reason that Extension does not consider the delivery format of a course to be a matter*

¹¹ At least through the 1980s, an independent study was usually an undergraduate credit-bearing offering sought by UC students to complete certain unit requirements of a degree while not in residence (extramurally earned). At the request of UCLA Senate's Undergraduate Council, Extension abandoned arranging XL 199 *independent studies* entirely. All undergraduate level *independent study* courses are now organized as XLC 199 *concurrent* sections with regular UCLA faculty overseeing students' work. The format itself experienced somewhat of a revival from the 1990s on as 800-level *internships* were found more frequently in Extension's growing certificate curricula.

germane to a proposed course's approval.¹² Nor do we distinguish the format of a course in its title to suggest a material difference in content. (The danger of doing so is that some folk will interpret a distance learning section as a “light” version of a class when in fact we expect it to be just as rigorous as any presented in a traditional format. Such biases arise from the fact that in years past, unaccredited “degree mills” delivered their instruction by correspondence.)

Analysis by program format is prominently featured in the registrar's *Annual Abstract*. It is useful, for example, to know our average fee for courses of any format prior to pricing a class of the same format. Averages can be viewed for the institution as a whole, at the CE portfolio level, or for a particular cost center.

Disciplines and Course Numbers

The University of California lists courses which bear academic credit in a uniform way. By doing so, admissions and academic officers in the various Schools, Colleges and Student Affairs divisions at any campus can readily interpret any UC transcript, then properly award advanced standing or waivers for course work earned at other campuses. (It also ensures that the nine comprehensive campuses reciprocate as appropriate in the award of subject and unit credit. A lower division class in US History earned at Berkeley will without question satisfy comparable unit and subject requirements for the baccalaureate degree at UCLA, for example. UC's entire curriculum is thereby internally articulated.)

Transmitting complex information is achieved using a shorthand combination of discipline and course number. The techniques are defined in Senate Regulation. While the title of a course provides a thumbnail identification of the material to be covered, the discipline¹³ and course number in combination provides a world of detail. The display of a course number without its discipline is nonsensical.

Disciplines, such as *History, Political Science, Medicine, Law, English, Management* – there are nearly 180 at UCLA – identify the academic tack the course will take by the nature of the discipline practiced in the department offering the course. Imagine a course titled *US Presidency* offered by the History department, then consider a course of the same title offered by the Political Science department. The former would reasonably be expected to present the contributions of the Lincoln administration. The latter will probably focus on the inner workings of the West Wing. Note that for each discipline in the course listing, there is a faculty or academic department that bears the same name and to

¹² This may be changing at UCLA. It was announced in the Fall 2014 that the Senate is taking up the issue of unit valuation and quality assurance for courses offered in the online format. We anticipate guidelines from the Senate.

¹³ UCLA employs the term “subject area” to mean what we at Extension call an “academic discipline.”

which the professor belongs. In other words, if UCLA offers a course listed as *History*, *English* or *Management*, you can expect that there will be an academic department or school of the same name, led by a chair or a dean, to which a group of faculty are assigned. Each department assigns its own course numbers, following a general standard:

- Courses numbered **1-99** are part of the baccalaureate curriculum and designed for students in their freshman and sophomore years. They are therefore introductory with respect to the material of the subject area, and focused on development of various skills, particularly critical thinking and oral and written communication skills. They are also known as “lower division” courses.
- Courses numbered **100 – 199** are part of the baccalaureate curriculum and designed for students in their junior and senior years. The major and minors attendant with BA and BS degrees are earned by completing a selection of courses from what are deemed “upper division” courses. Upper division courses are also used in Master’s degree curricula.
- Courses numbered **200 – 299** are graduate level courses. Among other things, this means that curricula built on such course work are typically open only to students who have graduated from baccalaureate degree programs. Courses at this level are focused on research methods within the field, and prepare students to demonstrate mastery of the field’s literature, hence the name of the degrees awarded upon completion, the Masters of Arts in ____, and the Masters of Science in _____. The MA and MS degrees at UC are precursors to the PhD.
- Courses numbered **300 – 399** are courses in pedagogy – literally, “how to teach____.” Schools and departments of Education at UC employ this course series for students seeking teaching credentials. Courses in this series do not offer credit leading to the award of higher degrees, but units earned can contribute toward BA/BS. Outside the field of Education, 300 series courses are also employed by various departments for the training of graduate student/Teaching Assistants in their respective disciplines. Consider that “techniques for teaching US History to an undergraduate” which might be very different from “techniques for teaching Shakespeare to an undergraduate.”) Should Extension elect to formally organize its instructor orientation and training activities, the 300 series might provide an appropriate home.
- Courses numbered **400 – 499** are professional level courses. By this we mean that such course work leads to the award of masters degrees related to the professions such as MArch, MEd, MPH, MPP, MBA, MSW and MFA, some of which are deemed terminal degrees. The focus is on professional practice, not on research and the development of new knowledge in the field. Where professional schools offer both professional tracks and graduate tracks leading to different terminal degrees, the courses will be differentiated by the course numbering. For example, one can earn a Masters in Education (the MEd is a professional degree leading to the EdD) by completing 400- level courses; or an MA in Education (a graduate degree, leading to the PhD) by completing 200-level courses.

- Courses numbered **500 – 699** are reserved for doctoral level studies, and are therefore considered a higher (the highest) form of graduate instruction.

Courses numbered 700 – 999 are not defined in UC Senate regulation, because as we have seen, the Senate has no direct interest in our non-credit offerings per Order of the Regents. UCLA Extension uses these numbered sequences to distinguish its non-credit offerings:

- 700 to 799: Experimental, cultural enrichment, public service, public policy forums, test preparation courses, and courses which showcase research or development in the professions or local industry, which are not credit-bearing and in which student work is not evaluated.
- 800 to 899: Professional-level noncredit courses bearing Continuing Education Units (CEU). Grades are not issued for CEU-bearing courses in accordance with standards established by the International Association of Continuing Education and Training. Students who satisfactorily participate are awarded 1 CEU for every 10 contact hours of instruction. These programs are typically designed to fulfill requirements of professional associations and state licensing agencies requiring advanced continuing instruction.
- 900 to 999: Programs in which course work is evaluated but University level credit is not earned, reserved for our preparatory and remedial classes.

- Unnumbered courses at UCLA, such as *English A*, *Math B*, and *MilSci Z* do not offer academic credit although they may be graded. Similarly, UCLA Extension offers remedial and preparatory instruction as the numbered but non-credit 900 series.

Regular session course numbers often come with prefixes and suffixes that further explain content and presentation:

- The letters "A," "B," "C," as a suffix indicate that the course is one of a series of related courses sometimes but not necessarily requisite to one another, but certainly a member of a series. There can be no History 1B without a History 1A. One might or might not be warned or even prohibited from taking a 1B course out of sequence.
- The letter "**M**" prefixing a course number indicates a cross or "multiple-listing" between two disciplines – and therefore co-sponsorship and shared responsibility of two academic departments. History M101 and Political Science M120 could conceivably describe a single course. A History major could select the history flavor of the course to ensure its count toward completion of major requirements, and the Political Science major could do the same.
- The prefix "**C**" is used at UCLA to designate a course in which undergraduate and graduate students are concurrently enrolled but which have differential assignments and standards for grading. For example, English C130 and English C230 could conceivably share time, space and

lecture, but the graduate students enrolled in the C230 section will be held to a different and higher standard by the instructor.

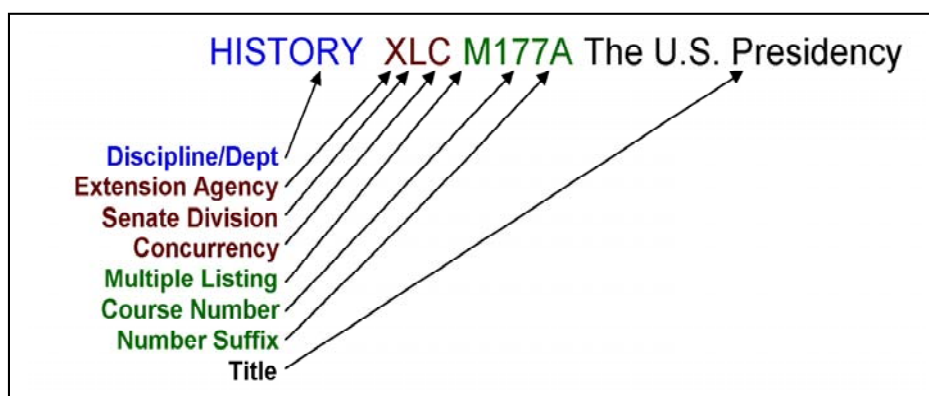
Finally, Senate regulation defines certain *super*-prefixes for use by UC Extensions. This cluster appears after the discipline and before the course level prefix-number-suffix sequence:

An "**X**" indicates that the course work bears University level credit *and* that it was recorded through Extension. When the "X" appears alone, the Extension course has no counterpart in the UC curriculum, although the content meets the standards for the course series. (Courses numbered 700 and above offered through Extension are not prefixed with an "X" as they bear no credit.)

A **senate-division designator** such as "L" for Los Angeles or "B" for Berkeley often follows the "X." It will never appear by itself. It means that the students' registration arose through an Extension division, and the course number, title and the subject matter taught were **materially the same** as that offered in regular session by that senate division's faculty. *The designator identifies the senate division of approval, not the Extension division that offered the course.*¹⁴

A "C" following the senate division designator at the Los Angeles Campus indicates that a student enrolled through Extension into a **regular session course** offered by an academic department at UCLA. The "**C**" means "Concurrent", which is a common way of describing a course in which Extension and regular session students were concurrently enrolled. Such a record would appear as "XLC."

The following illustrates these various elements. The following record tells of a student who took a history course on the US Presidency offered in the regular session at UCLA and therefore taught by regular faculty, that the course was junior/senior level "upper division," that it had a multiple listing thus offering credit toward the BA with a major other than history, that the course was the first in a series of courses on the US Presidency, and that the student had enrolled through UCLA Extension.



¹⁴ Other division designators can be used at any campus. Note that UCR Extension until very recently has offered, and may still offer XL courses that were approved at UCLA. UCLA Extension offers credit bearing courses in Enology. The fact that UCLA has no faculty in this discipline is a sure tip that academic approval was obtained at UC Davis. (And if fully equivalent, an XD offering would be a surer indicator.) As a matter of policy, *we do not seek approval from outside our senate division if local faculty have competence in the subject matter to be taught.*

The following theoretical course listings all tell tales, some of which make little sense. Take a moment and test yourself on their meanings and whether they make sense to you:

1. History XLC C277 *The US Presidency*
2. History 168 *The US Presidency*
3. History XL 168 *The US Presidency*
4. History XLC 99 *The US Presidency*
5. History 901 *The US Presidency*
6. History 701 *The US Presidency*
7. History 301 *The US Presidency*
8. History X 407A *The US Presidency*

The first four transcript listings are totally plausible History classes. We can understand a class in the US Presidency being taught at the graduate level into which an Extension student is permitted to enroll concurrently [1]. We can imagine a simple listing for an upper division history course on US Presidency [2], an Extension “XL” equivalent perhaps taught by a member of Occidental’s faculty [3], and even a lower division seminar/tutorial being devoted to the topic [4].

We are not certain that UCLA Extension would ever offer a remedial /college prep course with US Presidency as the subject matter [5], nor would it make sense for us to frame a course on US Presidency as a recreational activity akin to sailing [6]. We also doubt UCLA’s History department would ever offer such a narrowly defined class suggesting a unique skill of pedagogy to be gained by examining (or emulating?) the teaching methods of US Presidents suggested by the next [7].

The eighth listing also hits a conceptual snag for those trained to see it. The idea that we would be teaching a history class titled *US Presidency* with a *professional* level of credit suggests we are teaching a course in the *history of best professional practices* regarding the Presidency, perhaps intended for those who aspire to become a US President and wish to learn from the experience of former Presidents (!?). One would think this better suited to the *Management* discipline, if it were to be offered at all. It is the combination of the history discipline with the 400-level series that presents the difficulty – the use of a professional form of credit with an academic subject. As a matter of fact, *there are no academic departments within UCLA’s College of Letters and Science that offer 400-level instruction at all. 400-level instruction is unknown outside UC’s professional degree programs and its Extensions.*

An explanation of the theory by which Extension uses this course series, and clarification to the academic departments whose approval for courses is sought became necessary in March of 1969 when the L.A. Division’s *Committee on University Extension* delegated its approval authority over X 400 courses to the academic departments at UCLA. The chair of that committee, Thomas Sternberg, explained it this way to UCLA’s department chairs:

With their primary aim that of professional or career development, most X 400 courses are developed at the postgraduate study level, often in advanced, highly specialized areas, where content and/or instructional approach can be characterized as advanced, sophisticated, specialized, experimental; highly technical, or otherwise unusual.

The X 400 series are [sic] designed to provide professional credit for purposes of career or salary advancement, and are widely recognized in business, industry, government, school districts, and the professions.

Extension's employment of the 400 series, then, is not necessarily driven by criteria to prepare a student to become a working professional, but rather by the fact that Extension's students are *already* working professionals and demand a standard of instruction of a higher order than that presented in baccalaureate instruction. With 31% of Extension's student population having earned Masters degrees and above, and 88% of them college graduates¹⁵, it would be hard to retain an interest in the program if the presentation focused on long- ago learned critical reasoning and writing skills.

Further elaboration is found in Extension's policy on *Classification of Courses and Course Series Standards*¹⁶ that draws verbatim from the Sternberg memorandum:

Requirements for X 400 series courses are of specialized nature and are often above the level of those for the regular undergraduate class. With few exceptions, students are professional and/or college educated, or possess equivalent background attained through a combination of education and experience.

Each X 400 course must earn approval by the appropriate academic department(s) or other academic unit, assuring conformity to the high level required by University standards. In considering the case for an X 400 designation, course title and description will be reviewed in the context of the foregoing criteria with the following checklist in mind: content, level, methodology, prerequisites, audience, and specific professional use.

1. **Content**—Many titles, supported by their course descriptions, identify the specialized nature of program content, thereby justifying the use of the X 400 series. Examples are: *Applied Stochastic Processes*; *Counseling in Alcoholism and Related Disorders*; *Workshop in Art Song and Operatic Role Interpretation*. An introductory course in such highly technical subjects warrants an X 400 number.
3. **Prerequisites**—Examples of prerequisites justifying the X 400 series are: 'a BS degree in engineering or equivalent combination of education and experience'; 'two years programming experience

¹⁵ UCLA Extension Registrar's Office, *Annual Abstract*, 2013-2014.

¹⁶ See <https://www.uclaextension.edu/unexPolicies/Pages/gallery/AA120.pdf>

and data processing managerial responsibility'; 'ability to read music'; 'current employment in a responsible administrative position.'

4. **Methodology**—Non-traditional nature of a course warranting an X 400 designation may be indicated by such terms as: 'an interdisciplinary approach'; 'professional-level workshop'; 'demonstrations by guest artists'; 'case studies and supervised counseling in the field'; 'analysis of manuscripts by class members'; 'a lecture series/credit course'; 'a television series/credit course.'
5. **Specification of Audience**—Where subject matter alone would not necessarily justify the X 400 series, a specific professional clientele supports its use. Relevant examples are: *Mathematics for Teachers of Junior High School*; *Patent Law for Engineers*; *Workshop in French and German Diction for Singers*; *Accounting for Managers of Small Businesses*. (NOTE: it may be desirable at times, in the course description, to state for whom the course is not intended.)
6. **Specific Professional Use**—It may be advisable to state in the course description the specific professional use for which it is designed, e.g.: 'designed to prepare professionals and those working toward professional status for auditions in the field of musical theater'; 'techniques for interfacing and disciplining human resources to the requirements of system development and implementation in a computer environment'; 'visual arts, music, puppetry, improvised dance, role playing and the psychodrama as tools for developing spontaneous and directed human response'; 'designed to familiarize those in medical, ancillary, or related fields with the origin, spelling, pronunciation, meaning and current usage of physiological, pathological and anatomical terms'.

We therefore describe the 400 series as follows in our catalog:

X 400 to X 499: Post-baccalaureate credit-bearing courses and lecture series in various fields; designed in content, focus, and presentation style to standards of instruction used in professional degree programs. Credit earned in these courses may lead to the award of formal certificates by UCLA Extension, and may be transferable for advanced standing in degree programs in professional studies elsewhere subject to the procedures of the receiving institution. Many courses in this category are of general interest, while also offering particular opportunities for professional, paraprofessional, or other career advancement.¹⁷

¹⁷ We are aware of the periodic and casual use of the term "Extension Credit." When offered in the 400 series, ours is **professional level credit**. We urge those inclined to use the term "Extension Credit," especially preceded by the word "just," to think about how it may sound to the uninitiated listener (who may be a member of the faculty whose academic approval you seek). It may inadvertently convey a sense of a second tier or a diminished form of credit reserved for Extension's use. It may incidentally suggest Extension's academics are not sound. If "second tier" is conveyed, the listener will have been misled and the speaker will have grievously missed the mark.

OK, so now I know what the numbers mean. Who assigns them at UCLA Extension?

The program departments themselves assign their own course numbers, in much the same way that UCLA's academic departments self-assign theirs within Senate regulations and these guidelines. Unlike the academic departments, Extension's program departments are not named for their disciplines, and usually offer courses in more than one. Also, subject area/disciplines at Extension are frequently *shared*. For example, the entertainment studies unit of the Arts, the department of *Business, Management and Legal Programs* (BMLP), and *Engineering Extension* all offer courses in ***Management***. Internal cooperation and care is required both in the numbering, and when exercising the liaison role with the schools and College.

The Extension Registrar's office, using controls embedded in Extension's *planning system*, ensures that course numbers are used once and only once to uniquely identify any course ever deployed in the curriculum.

Credit Transfers and Articulation

There are two definitions of *transfer* in our lexicon. The first has a clerical meaning. The second has significance in our academic administration. Consider:

- 1) Aidan enrolls in one class, changes his mind, then elects to go into another. His action is commonly called a *transfer* between classes. In reality he dropped a class then added a class. The word “transfer” in this procedural sense has meaning only because the Extension registrar’s office would transfer the revenue originally attributed to the first class to the account associated with the second. This is a clerical definition describing a feature of an enrollment system in use at UCLA Extension between 1984 and 2010. (After 2010, Aidan will literally drop a class and have his fees credit back to his account, then subsequently exercise an option for refunding, or applying his fees to another class.)
- 2) Linnie, a native of southern California, is admitted to Yale College and earns 30 units her first year with straight “A’s.”¹⁸ She finds the New Haven winter too cold and grows homesick for the sand and sun. She applies for admission to UCLA, is admitted (because she met UC admission requirements, not because she had attended Yale), and petitions to have credit earned at Yale *transfer* to her program at UCLA. In this use of the word, *transfer* has significance in academic administration.¹⁹ (Note that Linnie is not really transferring from Yale to UCLA. Linnie has been admitted to UCLA, and she is petitioning to have her credit transferred. Also note that Linnie cannot be a student at both institutions simultaneously.)

Transfers of credit are comprised of multiple elements. The unit value of work will first be evaluated then converted. Yale’s College operates on a semester system, so UCLA will admit Linnie with 45 quarter units of advanced standing. This is known as a transfer of *unit credit*. Having examined course descriptions, UCLA decides to waive her American History and Institutions requirement because a course she took at Yale was deemed satisfactory. This is known as a *transfer of subject credit*. Proud of her earned “4.0,” Linnie is disappointed to learn that UCLA will not agree to what is known as a *transfer of grade points* from Yale. If she is to graduate *summa cum laude* from UC, her honors will have to be earned *in residence* and under the supervision of UC faculty.

¹⁸ Recall that unit credit is only considered earned when a passing grade is achieved. On UCLA’s undergraduate grading scale, a D- is a passing grade and awards unit-credit.

¹⁹ Transfers between accredited institutions are actually expected by the US Department of Education. In this example, Linnie may have taken out Stafford loans to pay her fees at Yale. Yale, UCLA and the government all share an interest in ensuring that Linnie’s learning experience at Yale will be credited to the greatest extent possible by UCLA upon her relocation. No one wants her to incur debt, pay fees or to expend time in classes twice over the same material or to replay a year unnecessarily. There are limits, however. To earn a UC degree at any level, at least one year of full time work must be earned in residence. At the graduate/professional degree level, credit will transfer under rarer circumstances. At UCLA, advanced standing in a graduate program only happens with students transferring in from a comparable graduate/professional degree program having been admitted – credit earned *ad hoc* is not accepted at all.

Since Extension is an *extramural* academic program of the University, students wishing to have credit count toward a UC degree might expect to have to petition for its *transfer* as if they were Yalies. While true the process begins with a petition and a transcript, in our students' cases the decisions will be foreordained because there are rules for how their credit is to be treated. In the case of students from an entirely different institution, if the terms of credit transfer are a matter of institutional agreement, the rules will be found in a formal *articulation agreement*.²⁰ In the case of Extension, transfer rules are expressed directly in Senate Regulations. In either case, an admissions officer need only compare the records submitted on transcript to the rule set, rather than examine underlying course descriptions or verify institutional accreditation from scratch.²¹

The transfer rules for credit earned at Extension toward UC degree programs is found in both statewide Senate regulation²² and in key Los Angeles Division decisions. *Transferability* for all undergraduate-level instruction is ensured as follows:

- When numbered X 1-199, *units* will transfer
- When numbered XL 1-199, *unit* and *subject credit* will transfer.
- When numbered XLC 1-199 (regular session concurrent), *unit* and *subject credit* will transfer. *Grade points* will also transfer and be calculated into the GPA for degree programs at the *College of Letters and Science*, the *School of Nursing*, the *School of Arts and Architecture*, and the *Henry Samueli School of Engineering and Applied Science*.²³

As noted in the UCLA General Catalog:

Although registering for Extension courses does not constitute admission to regular session, degree credit earned through Extension

²⁰ UCLA Extension until recently had an articulation agreement with the accredited Fielding Graduate University in Santa Barbara. Students who took courses here in *Media Psychology and Social Change* were guaranteed their credit earned here would transfer to Fielding's master's degree upon admission. Fielding considered the Extension classes to present an opening to their curriculum so Fielding did not have to bear the expense of offering introductory classes.

²¹ UCLA Extension recently began to publish the following fact with respect to courses numbered 1-199: *Up to 36 units of credit earned in the XL 1-199 course series can also be accepted for unit, subject and grade credit toward a bachelor's degree at any campus of the California State University system (CSU)*. This is not a matter of an articulation agreement. Rather, this is an expression of CSU's internal policy (*Executive Order 191*) that accepts 36 quarter units from any continuing education program offering undergraduate credit toward their BA/BS degrees.

²² S.R. 810 reads, "In the curricula leading to the degrees of A.B. and B.S., and in postgraduate programs leading to certificates or to recommendations for teachers' credentials, all lower division and "100" series upper division courses with the credit designation . . ."XL" . . . shall be accepted for unit and subject credit for all requirements of departments, schools, and colleges, as well as for general University requirements, if the corresponding regular course on the corresponding University campus is normally so accepted; lower division and "100" series upper division courses with the credit designation of only "X" shall be accepted in fulfillment of unit requirements on all campuses.

²³ Grade points earned via concurrent enrollment at other UC campuses are not accepted at UCLA, largely because the other campuses do not accept grade-points for credit earned there through concurrent enrollment via their local Extensions. Unbalanced conditions such as this eventually are found and give rise to revisions in Senate Regulations.

may apply toward the UCLA bachelor's or master's degree²⁴; consult a College or school counselor or graduate adviser before enrolling. For more information, refer to UCLA Extension under Transfer Credit in the Academic Policies section of this catalog.

Our *professional level* instruction is subject to articulation but the rule is more restrictive even as it is affirming. S.R.s 810(a) and (c) hold that:

- A) Credit for courses in the "X300" and "X400" series is acceptable toward the A.B., B.S., and postgraduate programs leading to recommendations for teachers' credentials **only within the limitations prescribed by the various colleges and schools.**
- C) Credit for University of California Extension courses including concurrent courses toward a higher degree is subject to the approval and regulations of the campus Graduate Council concerned.

The UCLA *College of Letters and Science* decided long ago that no more than 8 units of 300 or 400-level credit earned through professional schools can apply toward the BA/BS. Our *School of Arts and Architecture* will allow none at all. This is understandable. As we have seen, professional-level instruction can be unsuitable for undergraduate degree programs: too narrow, too specialized, possibly irrelevant and arguably void of the kind of skills mentoring expected of undergraduate instruction. Although the statewide regulations make transfer possible for Extension's X300 and X400, the College will not permit 8 units from Extension. We suspect this may be due to our classes simply being, as a rule, *extracurricular* in addition to the above shortcomings. There may also have been some concern regarding Extension's alternative grading practices in the X300/X400 series.²⁵

UCLA Extension has its own rules for accepting transfer credit. Our certificate policy does not allow more than 25% of the credit required for the award of any certificate to be transfer credit, ensuring that 75% of the units will be attempted and earned under the supervision of our approved instructors. Because our curricula can be so carefully built and the duration of a certificate is relatively short – not unlike a 36-unit Master's degree – transfer often is generally permitted only with an evaluation of the actual coursework with the award of *subject credit* as well. It is likely that in most cases, courses earned while resident in UCLA's professional schools will not satisfy curricular requirements or offer advanced standing in UCLA Extension's certificated programs.

²⁴ Recall that upper division courses may be included in Master's degree curricula, and Extension enrolls students routinely into graduate level courses, concurrently.

²⁵ UCLA Extension grading policy mirrors that of the Los Angeles Division for undergraduate X and XL 1-199 instruction, and its systems support orthodox grading practices at the graduate and professional levels to properly record grades earned concurrently in regular session. With Extension's X300 and X400 courses, there are currently sanctioned departures: the grade of "F" disappears from transcripts, a feature called *non-punitive grading*; we employ the undergraduate grading scale rather than graduate scale so "D's" are possible; we allow "Pass/Not pass" in 400-level courses where a "P" is equivalent to a "C or higher;" rather than employ the professional/graduate scale wherein the "S" means "Satisfactory" and is equivalent to a "B or higher." In Fall 2014, Dean Wayne Smutz directed UCLA Extension to adopt orthodox credit and grading practice throughout. Implementation is forthcoming.

Let's summarize:

- Credit is considered earned when students receive passing grades.
- Articulation agreements contain terms whereby an institution will agree in advance to accept academic credit earned at another, thus establishing a lasting relationship between the institutions' academic programs.
- UCLA Extension's undergraduate courses (1-199) are articulated with degree programs by UC Senate regulation. (Regular session undergraduates, during the summer, may reliably take XL's in the evening to advance themselves in their program.)
- Except where two schools offer a joint concurrent degree program by agreement, students may only be students at one institution at a time. (Regular, resident UCLA students may not enroll in UCLA Extension classes during the regular terms.)

Articulation agreements are not necessary for the transfer of credit to other institutions. In fact, ***transferability is a characteristic of all academic credit.*** Or, as the Federal government defines it in its Code of Federal Regulations, ***credit is that which leads to the award of a degree or a certificate.****

All of UCLA Extension's credit-bearing courses are transferrable to degree programs elsewhere subject only to the evaluation and acceptance of the petitioned school. UC's course numbering system classifies courses into forms of credit thus facilitating the transfer decisions of others. Extension's registrar's office provides other institutions with transcripts accompanied by detailed information about course standards. Fulsome course description letters are also provided to supplement the key to our course numbering system.

The periodic call for a survey to determine which schools accept our credit will lead nowhere precisely because our academic credit can be applied anywhere. The key to all transfer decisions, in the final analysis, is the *content* of our course and its applicability to the curriculum our students are petitioning to engage.

*Cf. CFR with respect to implementation of Taxpayer Relief Act of 1997, and elsewhere.

Or, as the UC Board of Regents summarizes the matter in its *Policy on Course Content*,

Students who enroll on the campuses of the University of California are parties to a moral and contractual relationship in which the University, on its side, is obligated to provide quality education, to recognize student achievement with grades and degrees which have an accepted meaning for transfer to other institutions, for graduate work, and for careers. The Regents are responsible to the people, to the faculty, and to the students to see that the University is faithful to this contract.

Certificates

By the late 1950s and into the early 1960s the University was in a state of transition. The office of Chancellor had been established for the campuses, and new campuses were being built. The new Master Plan was about to be unveiled, and the role of “practical post secondary,” “vocational” and “adult education” was being largely consigned to the *California State University* and *Community College* systems. The State halved the University’s funding allocation for Extension.

In response to a formal University-wide Senate review on UC Extension, Dean of UC Extension Paul Sheets²⁶, who reported directly to President Kerr, prepared *A Report to the Combined Academic Senate Committee on University Extension Covering the Years 1952 – 1962*. No document like it had been prepared before, and none has been prepared since. In his introduction, Sheets publicly thanks President Kerr for noting from the Regent’s *Interim Statement of Policy for University Extension*, “the University of California intends to continue and to improve its Extension services.” The document is addressed to the academic Senate, and targets a Senate report hostile toward UC Extension offering credit.

The Sheets report is at its core a defense of the organization.²⁷ He laments the loss of taxpayer support, then lobbies for more that alas will never come. He calls out Extension’s historic accomplishments and its capabilities. He draws attention to the importance of Extension’s public lectures by Margaret Meade and Aldous Huxley; a master class in cello taught by Pablo Casals, and a master class in violin taught by Jascha Heifetz. He remarks on the collaboration of the southern division’s administration (at Los Angeles) that joined with UCLA faculty and actor/director John Houseman to form Los Angeles’ *Professional Theatre Group* that became the *Center Theatre Group* now housed at the Mark Taper forum.²⁸

Almost as an aside, he lists the 13 *Certificate Programs* approved by the *Academic Senate* – the total then available through all Extensions – and describes them as *integrated course sequences presented by Extension*. It is as if he was

²⁶ The post no longer exists.

²⁷ From Sheet’s *Oral History*, p 117, “During this 1957-63 period, we were really in a tightly built corral, fighting on three fronts at the same time: trying to evolve a new policy with the faculty [over academic credit]; adjusting to a reduced state support level; and working out our relationships with other segments – the junior colleges and the state colleges gave us more problems than we could readily handle.” See more at footnote 40.

²⁸ The Academy Award winning Houseman loved theater, and with faculty at UCLA sought a Ford Foundation grant to begin a permanent theater company in Los Angeles, hopefully to be housed on the west side near the UCLA campus. Los Angeles County and Dorothy “Buffy” Chandler had other plans for venue, but UC Extension Los Angeles helped make it possible by providing *pro bono* administrative infrastructure the first two years of the venture – box office, ticketing, and other marketing and financial services. By this time, Extension was legitimately renowned for large scale administrative support, and its mailing list made a particularly valuable gift to this start up.

suggesting they were the Senate's certificates, but Extension presented the courses. Of course that is exactly what they would have expected to hear.²⁹

The Senate at the time had no provision for Extension offering curricular sequences, although certificates had long been a feature of Senate Regulation. Specialized curricula at the graduate level and citations for honors had long led to formal certificates, but these had nothing to do with Extension. There was no authority for UC Extension to present or confer a formal academic testimonial such as a certificate on its own authority. Even so, at some time in the 1940s, a collaboration had taken place wherein Extension would offer a sequence of courses that, when considered together as a curriculum, met a niche interest of a faculty. With a divisional Senate committee's endorsement, the first Extension certificate program had been born.

The awkwardness of the relationship was evident from the mild protest of faculty when, with respect to our *Certificate in Numerical Analysis*, UCLA Extension declared it could no longer afford to offer the courses in the curriculum for want of demand. There was a suggestion that Extension should continue to offer the courses at a financial loss to satisfy the faculty's academic interest in keeping this certificate program alive. The program was instead allowed to die gracefully.³⁰

Through the sixties and seventies, Extension began to present more sequences. The paradigm began to shift, and with it, our internal vocabulary. There became what internally at Extension had come to be known as "Big C" versus "Little C" certificates, with the former having been endorsed by academic departments and subsequently by the Los Angeles Division's Senate Committee on University Extension – ASCUE. The "Little C" represented an Extension sequential program in which all constituent courses and curriculum rules had been approved by an academic department, but no formal endorsement of the curriculum had been obtained from ASCUE.

The "Big C" certificates came to be called *Certificates*. The latter came to be called anything *but* certificate at Los Angeles – *Award in, Professional Designation in, Sequential Program in* – anything to dance around the fact that the "Little Cs" were not formally approved by ASCUE, (understanding ASCUE had never ruled such approval was required, and was quietly moving in another direction entirely.) The "Big C" certificate came with the University seal and was presented on 8.5" x 11" stock, not unlike UC's regular diploma stock. The "Little C" stock was smaller at 7" x 10" perhaps to suggest its diminished, sanctioned-but-not-committee-blessed stature.

²⁹ Through Berkeley and UCLA, they were: Bank Management, Business, Business Management Program for Technical Personnel, City Planning, Executive Program in Business Management, Industrial Relations, Medical Care Administration, Nuclear Technology, Numerical Analysis, Production Management, Propulsion and Power Conversion Systems, Real Estate and Social Services. Those underlined were offered in the north. Those italicized were (or still are) extant at Los Angeles, sometimes in a re-titled form. The *Executive Program in Business Management* relocated to UCLA's GSM and was later transformed into Anderson School's Executive MBA (EMBA) and Fully Employed MBA (FEMBA) degree programs – continuing education for those seeking a terminal degree.

³⁰ This recalls the original terms for UC Extension's founding and Regents' wisdom: a simple test for public demand and the public's willingness to pay.

In May 1985, the contortions ended. UC's Senate Regulations were appended³¹ with **SR 811** providing an explicit provision for Extension to offer curricula that would lead to academic testimonials:

Curricula offered by University Extension that lead to professional credentials or certificates shall be approved by the Dean of Extension and by the department or school or college concerned in accordance with general policies established by the Committee on Courses of Instruction of the Division of the Academic Senate on the campus where each of the courses will receive departmental approval.

The change proved to be seismic. It came just after UCLA Extension had implemented a new records and enrollment system, equipped with a new feature: not only would students receive a sanctioned academic testimonial suitable for framing, but UCLA Extension would and could establish and maintain a record of candidacy, then memorialize the act of award that would post to the student's transcript.³²

Candidacies in Extension's certificate programs increased, and the demand for new programs increased. (On the pragmatic side – important to an organization predicated on entrepreneurial values also expected by the Regents – *curricular programming offered a powerful incentive for student retention and its attendant financial benefits, and could attract an international audience.*)

There have been recent developments:

- 1) A 1998 agreement by and between the various UC Extension Deans was struck defining the minimum requirements for what UC Extension would consider a certificate, at any campus.³³
- 2) In 2003, UCLA Extension promulgated a new policy on Certificate Programs, then deployed an elaborate *Program/Curriculum System* (PCS) to express it.³⁴
- 3) In 2008, students completing their certificates with a GPA of 3.5 earned within curriculum would post as “earned with distinction.”³⁵ The honor also appears on the certificate itself.

³¹ By Standing Orders of the Regents 105 (a), the Senate has the authority to make this decision: “*The Academic Senate, subject to the approval of the Board, shall determine the conditions for admission, for certificates, and for degrees other than honorary degrees.*”

³² Records of programs discontinued prior to 1984 and that did not assess a candidacy fee are lost. This 1984 system has long since been replaced. The current *Program Curriculum System* (PCS) supports advanced features rarely found in continuing education, including ability to post advanced standing and waive courses in curricula, calculate GPA within curricula to the exclusion of course records earned *ad hoc*, manage candidacies with durations expressed, and manage grandfathering of curricular rules as they progress.

³³ The Deans' agreement can be found at <https://intracon.uclaextension.edu/policies/refs/august%201998.html> . The principal feature is the minimum threshold of 140 contact hours of credit bearing instruction for a certificate.

³⁴ The internal policy, AA150, is reproduced and annotated in Part II of this guide. A linked and therefore always up-to-date copy is available at <https://intracon.uclaextension.edu/policies/AA150.htm>

³⁵ The system calculates GPA within program by arithmetically treating only those grades for courses within program – to the exclusion of all other courses in the student's record. Where a course is repeated due to a deficiency – with a C- or a D for example – both records will appear on transcript showing credit earned but only the successful grade will be treated in the GPA.

- 4) Also in 2008, Extension's website was enhanced to dynamically display certificate curricula rather than a typeset posting. With the curricula dynamically displayed, departments now had an abiding incentive to maintain curriculum rules and relationships in systems – certificates are now on parade.
- 5) Also in 2008, all of UCLA Extension's academically approved programs were uniformly re-titled as *Certificate in [blank]*. "Professional Designation" and other forms of title-torture were dropped.³⁶
- 6) In 2014, the policy underlying certificate governance was thoroughly reviewed and upgraded, and new procedures for proposing programs and for conducting five-year reviews was implemented.

Since 1985, UCLA Extension has deployed over 500 approved certificate programs. Most have come and gone. Over the past twenty years, Extension has supported about 110 different certificate programs at any point in time.

Special Tips and Caveats:

- ***GPA- based progress.*** At UC, calculated GPA is the normal method for measuring achievement and determining academic probation or dismissal. This orthodox approach allows one weak but passing grade to be offset by demonstrations of excellence in others. Because UCLA Extension had not had system-supported GPA calculation, it had instead adopted a "sudden death" approach whereby each course in the curriculum had to meet a minimum grade on its own – usually C. With the 2014 adoption of orthodox grading practice, Dean Smutz directed that GPA-based measures of progress and completion be adopted as well.

³⁶ With some irony, a new flavor of sequential program has arisen at UCLA Extension of a lesser standard – the sequence of courses which might make sense as a curriculum, but which enjoys no academic approval. UCLA Extension's policy on certificates currently allows for such an informal "sequential program." The sequential program is useful for short sequences where the total meeting time is less than 140 credit hours (e.g. *The Vintage Program*), where the curriculum is comprised wholly of non-credit CEU-bearing activities (e.g. *Online Series in Entrepreneurship*), or where a program is being launched or managed experimentally (e.g. *Sequential Program in Web Technology*). Sequential programs come with special rules: they may not be marketed in a way that confuses in the public mind the significance attendant with candidacy in approved certificate programs. Students do not establish candidacy. The programs do not lead to an award. The registrar will not record "awards" or "completions" when concluded. Departments are welcome under policy to present the folk who complete these sequences with diminished-in-size and silver-sealed "certificates of completion" as mementos, but they are nothing more than a memento. No record will be kept of their issuance or presentation. Students completing these sequences are not invited to participate in completion or graduation exercises.

Independent Studies and Internships

As recently as 1998, UCLA Extension offered certificates in *Cooking, Pastry and Baking*, and *Catering*. With each of these three programs, students were expected to complete a capstone internship in a professional kitchen under the supervision of a chef. Because the internship was part of the curriculum and at the time all courses that were part of certificate curricula had to be credit-bearing, the instructor/chefs all had to be academically approved and the students had to receive grades for their internship.

Imagine asking executive chefs Gordon Ramsey, Anthony Bourdain, Thomas Keller or John Besh to kindly provide a CV and three letters of recommendation so that we can obtain their academic approval to teach, a requirement for 400-level credit-bearing instruction. Try to imagine the CEs conundrum regarding which department would be most appropriate to vet their qualifications.³⁷ On what basis are grades assigned?³⁸ Is the person identified as the primary instructor- of- record really overseeing the students' work? (Or is the intern actually working under the supervision of a sous-chef?) Was the primary instructor submitting grades directly as required by Senate regulation? Does it make sense to grade what is ultimately a *paid work* or *unpaid volunteer experience*? The CE understandably sought relief.

Extension's administration found that for this case, and probably others, the internship model did not find an easy fit as a credit-bearing class. But to allow internships to continue within certificate curricula, the policy on certificate programs was amended with the following text: *800-level courses may be used in certificate curricula, but only to provide a meaningful experience such as an internship, or exposure to a body of material that otherwise is not subject to grading*. We now distinguish non-credit bearing *internships* from their credit-bearing cousins, the *independent study*. Although a credit-bearing internship can be organized where appropriate, the majority of our internships are now CEU bearing courses integrated into our certificate curricula. Special challenges of grading and academic approval simply vanished.

³⁷ The CE ultimately sought approval from the Davis campus, on the theory that the *Food Science* discipline was related and relevant to the study in our culinary program. In the final analysis, our culinary program was vocational in nature and not an academic program in the field of food science – a factor which no doubt led to the eventual closure of these programs.

³⁸ As recently as the Fall Quarter 2013, the Registrar's Office has had to respond to students petitioning for relief from the grade of "I" assigned in an internship. One wonders how one can legitimately obtain the grade of "I" in an internship.

The adjustment in policy came shortly before we discovered that internships were highly prized, and a feature worth promoting to prospective students, particularly to those from abroad.³⁹

Who can Enroll? Conceptual Challenges | Pragmatic Solutions to Open Enrollment

Once upon a time and long before it was named the Anderson School, a student applied for admission to UCLA's Graduate School of Management. Based on his academic background, GMAT scores, recommendations and essay, his application fell short for admission to the MBA program. Whether he made a second application attempt or sought to appeal the initial decision is not known.

What is known is that this person began to enroll concurrently into management classes through UCLA Extension. After a number of years of exploiting "empty seat opportunities," he successfully completed each of the courses in the curriculum all with grades of "B" or higher. He then petitioned the Dean for the award of an MBA. Denied on the basis he had never been admitted to the School, he sought relief through the courts arguing that he had demonstrated his ability through his grades, that the admission process was thereby proven irrelevant as a predictor of his ability to succeed in the program, that his grades were the best test of his professional promise, and that he deserved the degree having successfully completed the curriculum.

The court decided otherwise, accepting UC's position that no injustice had been done, that the admission of students competing to join a closed albeit State-supported learning community carries great and ancient significance, that admissions reviews were not intended to predict success in graduate study but to exclude, and the rules are the school's to determine.⁴⁰ Conferring a degree upon satisfactory completion of UC's curricular requirements comes only to those admitted to the community, and as we've seen, Extension students are decidedly *extramural*.

³⁹ *Internships* are defined in Federal regulations with respect to international students studying with us on F-1 visas. The US *Department of Homeland Security* has special provisions for what is called *Curricular Practical Training* (CPT). Their interest stems from an over-arching expectation that international students not take jobs from those who have a right to work in the United States, even as they understand that academic programs are often built with opportunities for students to apply in a workplace that which they have learned in the classroom. International students can only engage in CPT after nine months of residence in their program. All paid internships are considered CPT. Extension further developed policy in the area of internships that limited enrollment to just those students, foreign or domestic, who were also candidates in certificate programs and had completed at least half of their program. The policy development was in response to the so-called Black Swan case, *Glatt v. Fox Searchlight Pictures*. <https://intracon.uclaextension.edu/policies/AA102.pdf>

⁴⁰ UCLA Extension's Concurrent application process thereafter proclaimed: *I recognize that successful completion of graduate level courses taken concurrently does not constitute admission into a graduate program at the University of California and that I am responsible for determining transferability of units with the graduate program in which I am resident or to which I may apply.* The institutional memory of the Anderson School does not recall these events fondly.

Admissions processes do more than exclude persons who are not qualified to study. They select a few from among many who would have proven to be most capable students: top prospective students. Admissions processes progressively raise the bar and thereby refine the quality of intellectual life of the University. As the reputation of the University grows, it will attract ever more talented faculty, which attracts student applicants with higher scholastic aptitude, which attracts more talented faculty, all in a recursive cycle.⁴¹ As our stock goes up, we attract more applicants, and admission becomes increasingly selective. The faculty and students at UC are justly proud of and concerned with the matter of *institutional reputation*.

UC Extension's concept of "open enrollment," important to its *extraverted* mission element, seems to run counter to these interests.⁴² But in fact, UC Extension shares the core values of academic excellence and takes steps to ensure that students are adequately prepared for instruction in ways that resonate with the Senate's most conservative interests. In addition to making clear that concurrent enrollment does not constitute admission to the University (a fact UCLA Extension presents now to every petitioner for concurrent enrollment), Senate regulations have long included special rules to ensure that the public gate to the regular session class is effectively managed. For those seats available to the public, we encourage "mini-admission" decisions to be made by any instructor-in-charge. In many cases an array of student affairs officers or assistant deans conduct or supplement these reviews. Per S.R. 812 B,

Extension students admitted to concurrent courses must satisfy requirements for enrollment in such courses, as established by each department concerned.

And this only after all matriculants have had the opportunity to add the class to their study lists thus enforcing a rule regarding "space availability".⁴³ (A simple

⁴¹ At least such is the case in theory. The exclusion of those with lesser aptitudes that presumably arises from admissions processes (if based wholly on merit) and the effect on the collective scholastic aptitude of undergraduates will not be as strongly expressed at the undergraduate as at the graduate level. The California Master Plan obliges UC to accept the top 12.5% of the State's high schools and this introduces a countervailing force. The University increases its capacity to accommodate more undergrads as the population grows, rather than rest with a fixed cap that over time would force greater selectivity. Clark Kerr noted this obliquely in his memoirs. "Academically the Berkeley faculty is of the very highest rank but the undergraduate student body is not. . . . The top 10 percent of undergraduate students at Berkeley are at Cal Tech level, but the others are not. . . . The higher levels [of scholastic aptitude of undergraduates] at the private institutions most comparable in their quality of faculty (Harvard, Yale, MIT, Stanford and Princeton) make undergraduate teaching potentially somewhat more attractive there than at Berkeley. . . . Many faculty members at Berkeley quite naturally tend to be more drawn to their outstanding graduate students." [cf. Clark Kerr, as noted above, p. 91.]

⁴² Committees of the Senate have so concluded. Dean Paul Sheats in his oral history was mindful of the June 1960 Caldwell committee that called for the abolition of concurrent enrollment "on the theory that [the presence of the Extension student] diluted the quality of the student group and the quality of the work which was being done." This committee further recommended that by 1965, Extension students enrolling in *Extension's* undergraduate degree level courses (X and XL 1-199) be required to meet the regular admission requirements for UC – presumably by applying for admission – else the courses and opportunity to earn credit through Extension be eliminated altogether. It took another committee, reporting in 1964, to recommend otherwise. It is this latter committee's views that prevail and find expression in current Senate Regulations regarding credit earned through Extension.

⁴³ Given the increased sophistication of the UCLA classroom experience, an elaborate system is now employed by UCLA Extension's Registrar to ensure that concurrent petitioners' names appear on UCLA faculty rosters, and that

test of the effectiveness of this screening is the grade distribution and frequency of withdrawal for students enrolling concurrently. Based on recorded grades, most concurrent students prove themselves most able to compete and contribute to the UCLA classroom.)⁴⁴

For enrollment in courses numbered 1-199, and as a rule *applicable both to UCLA courses for concurrent enrollment and UCLA Extension's own X and XL courses*, we invite UCLA faculty and Extension instructors to enforce the following explicit standard:

In lower-division instruction (1-99), students must be high school graduates with a "B" average or one year of college, or consent of instructor based on special attainments (i.e., a superior high school record, special competence in a particular subject matter area, or other recognized criteria). In the upper division (100-199), two years of college or consent of instructor based on special attainments is required.

Extension's professional-level courses would also be subject to a degraded experience if students who are not minimally prepared should enroll. Our caution to instructors to be prepared to handle a wide range of scholastic aptitude – a characteristic of continuing education – remains true, but this call is intended to address the spectrum of aptitude for those prepared. It is not as a request to “dumb it down” by pitching the class to the least prepared fee payer who may be misplaced. (“Fs”/failing grades have their purpose.) And recall that a third of UCLA Extension's students already have earned masters degrees and above, and 88% are college graduates. Extension's instructors will understandably be impatient with students inadequately prepared.

In the past, the advanced nature of material in any course description and the red flags regarding course numbering were enough to redirect the under-prepared toward a less rigorous course or to another institution altogether. In recent years, however, we have experienced with greater frequency children enrolling in 400-level classes, pushed by so-called “helicopter parents” believing that enrollment in UCLA Extension classes might influence a UC admission decision. (It will not.) To address the phenomenon, in Fall 2008 the UCLA Extension catalog included the following policy language for the first time:

As UCLA's principal provider of continuing education, the majority of UCLA Extension courses are designed for the post-baccalaureate professional-level student. Enrollment is therefore normally reserved for adult students 18 years of age and older. Extension may consent

websites and labs are accessible from the start of class and therefore well ahead of faculty/departamental approval. Only those petitioners who return by the start of the fourth week with an approval and fees in hand remain on rosters, continue with access, and ultimately stand for a grade to be posted at the end of term.

⁴⁴ Beginning with the Fall 2012 term, UCLA Extension began actively enforcing a requirement that students who enroll concurrently in UCLA regular session courses must maintain a minimum GPA of 2.0 in all undergraduate instruction (courses numbered 1-199) for the concurrent privilege to continue. Students whose GPA falls below 2.0 are excluded from further enrollment in regular session courses, but can rehabilitate in Extension classes where the courses are typically smaller.

to enroll younger students based on special academic competence and approval of the instructor.

Mindful that the University has on at least one occasion conferred a degree upon a student as young as 16, the language is carefully parsed to recognize and favor academic competence over age as the criterion for enrollment. Nevertheless this language newly equips the Extension instructor of courses numbered 300-499 to revoke any enrollment for anyone younger than 18 demonstrably not competent to engage. (We do not block enrollment based on age alone at the point of enrollment.)

We expect this latest screening capability will have little measurable impact, but will be most satisfying to address the most annoying circumstances. The mechanism only supplements the fact that hundreds of UCLA Extension classes are now “restricted” each year, meaning that an assessment of qualification – an admissions review at the department level – is already in place for enrollment in these classes.⁴⁵ Also, more than one in ten of UCLA Extension’s certificate curricula are now restricted, requiring admissions processes with many requiring evidence of an earned BA/BS degree.

Although UCLA Extension remains committed to its roots with respect to “open enrollment,” it employs screening criteria in various ways and as needed to ensure the adequacy of the scholastic aptitude and preparation of its students. In this respect, UCLA Extension has probably drifted farther toward the more conservative side of Senate interests as expressed in the early sixties than anyone at that time might ever have imagined.

In our world, a reputation for rigor delivers enrollments.

⁴⁵ Approximately 10% of Extension’s class sections are restricted.

Non-Credit Courses and the CEU | MCLE and Alternate Measures

*. . .the purest treasure mortal times
afford is spotless reputation.*

-- William Shakespeare
Richard II, Act 1 scene 1

With homage to Professor Gayley, we begin this review of Extension's world of *non-credit administration* by quoting Shakespeare on the value of a reputation, a theme we introduced in the last section. We are reminded that Extension's special province of non-credit courses and instructors are not subject to the approval of the Senate, and this by order of the Regents. Even so, we can think of no group with a greater interest in UCs reputation than its faculty. Students come and go and fondly remember *alma mater*. Staff build careers, develop affections, and come and go. But a member of the faculty weds the institution.

From the late 1970s to the mid 1980s, comedian Johnny Carson every so often did a routine on his *Tonight Show* where he picked up "a catalog of a major university here in southern California," then read course titles and descriptions to the audience and the nation. The catalog was UCLA Extension's although this fact was not revealed to the audience. He inevitably selected titles from our 800 series non-credit courses – the kind that were and are purely recreational. All in good fun, a course with a title like ***Chocolate! Chocolate! Chocolate!*** was good for a laugh. For Johnny.

Not everyone was amused, particularly certain Extension administrators and UCLA faculty members who knew Johnny's butt of humor was the University of California. We recall one member of ASCUE suggesting that somehow Extension find a way to market classes like *that* in a way clearly segregated from our other, serious offerings.⁴⁶

⁴⁶ From author's recollection. (He was invited to attend a meeting of the Senate committee where the matter was discussed.)

Although the Senate has no jurisdiction over UC Extension's non-credit offerings, in practice the relationship is a bit more complex. The faculty has an abiding interest in the general welfare of the University and its reputation. Although we do not seek approval on these courses, we do consult. We do so by providing an announcement of our intent to offer a non-credit course in its first instance. We invite comments and expressions of concern, but without suggesting we are seeking approval. We are not obliged to wait to hear back, hence the document's name: *Advisory Notice*.

In the 1980s, Extension administration took a closer look at its non-credit offerings. All of UCLA Extension's non-credit courses had originally listed in the 800-899 range. Some offered the Continuing Education Unit (CEU), which is a non-academic notation of contact time rated at 1 CEU for every 10 hours of engagement. CEU posts when "successful participation" is observed and recorded.⁴⁷ The CEU was and is employed where forms of professional training are conducted, whether by training organizations or institutions of higher education. Students seek the CEU specifically for its value toward re-licensure in professions that require it, or for re-certification, or for reports to corporate training officers. The PhD-holding engineers enrolled in our *Structural Integrity of New and Aging Metallic Aircraft* course are not there to earn a grade, but they will value CEU evidence of participation.

Some of our 800-series courses never offered CEU, such as *Sneak Previews*, a popular recreational film appreciation course offered quarterly. Classifying courses such as *Structural Integrity* . . . with *Sneak Previews* in the same numbered series was conceptually jarring. Another reform was afoot – and one that responded to that suggestion made years before: that we segregate the presentation of our classes even further.

In 1993 UCLA Extension divided its non-credit programs into three distinct series. Non-credit courses that yielded no CEU were reserved for the 700 series. With neither a measure of credit/CEU nor grade to report at the end of class, there would be no record posted to Extension's transcripts. This planned omission was well received by students who had completed serious credit-bearing courses and had also enrolled in twenty instances of *Sneak Previews* plus a sailing class. *Rendering the 700-series courses invisible immediately added stature to our transcript.*

The 900-series was invented with remedial and preparatory instruction in mind. For these courses, there are no units to display since they are not approved to offer University level credit, although we do post a grade. These therefore

⁴⁷ The CEU was first defined in 1968 by the US Bureau of Education (then part of US Department of Health, Education and Welfare). Recognition had come that work-life in US society required a sustained, *continuing* education, and that narrowly- defined corporate training exercises that would not credit the students/employees in an increasingly mobile workforce fell short of *their* needs. CEU measures timed exposure to material, not mastery of it, so no grades are recorded or exams conducted. CEU can be granted in online exercises without mediation of an instructor when systems are built to record a paced and timed experience, and to record completion. UC employees are now familiar with such devices: the requirement for biannual Sexual Harassment training mandated by California State law can be met by completing a timed online module that could readily yield CEU. UCLA Extension also employs automated CEU- yielding modules with the *Online Series in Entrepreneurship*. Oddly, the University's in-service training yields no CEU.

appear on transcript as one would expect with the absence of units noted in the legend.

With CEU sought by many in preference to academic credit, in 2004 UCLA Extension implemented another reform – we now allow students who have enrolled in some 400-level courses to elect *for CEU* at the time of enrollment as an alternative to one of the normal academic credit statuses.⁴⁸ Students thereby elect to have their transcripts display CEU values instead of grades and unit values. For this option to be available, departments may store a CEU value to their choice of 400-level courses.

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In 1989, the California State legislature determined that attorneys practicing in this state should thereafter be expected to periodically return to the classroom to learn the latest in the law. We are not sure what awful practice or courtroom drama led to this wisdom, but the ensuing tango in separation of powers is probably worthy of formal study.

The Legislature could not simply mandate continuing education for lawyers practicing in California. The administrative branch/ Governor's Office does not license attorneys to practice law as it does doctors to practice medicine. Lawyers are officers of the Court. The Legislature could only mandate the State Bar to *ask* the California Supreme Court to make completion of "Minimum Continuing Legal Education" (MCLE) requirements a condition for those who appear before the courts in the State of California.

The Bar did; and the Court so ruled.

The Supreme Court of the State of California adopted its Rule 958 December 7, 1990. Shortly thereafter, UCLA Extension determined to become an official provider of CLE, and to develop the record- keeping infrastructure expected of the Bar.

Implementing alternate credit forms requires a commitment of resource, and depending on the agency defining the credit, varying rules of retention and student measure. Support for MCLE was implemented centrally at UCLA Extension because CLE activities were available throughout the various disciplines and departments. MCLE could be implemented with no new programming of specialized classes; we would hope that new courses have

⁴⁸ Credit status options presented to students at the time of enrollment are *For Letter Grade*, *Pass/Not Pass*, *Not-for-Credit*, *For CEU*, and *Do Not Record*. Extension's grading and records systems present these values to instructors via their grading rosters to prompt for an appropriate grade – or in some cases, no grade at all. An Extension student enrolled *not for credit* in a credit bearing class is not expected to participate in any testing/assessment exercises, but participation in course will display on transcript. The *Do-Not-Record* (DNR) status allows participation of students in classes, even the recording of a grade, but allows the student to elect to suppress its appearance on transcripts. (This status was proposed and implemented in the early 1990s. We were responding to students who were expected to submit transcripts to their employers as a condition of reimbursement for their accounting classes, but who also had enrolled in courses about HIV/AIDS – an interest they did not want revealed.)

developed with MCLE credit offering and the continuing education of California's attorneys in mind.

UCLA Extension's program departments now independently support record keeping for *Continuing Professional Education (CPE)*, for licensure of Certified Public Accounts; and record keeping to support special requirements expected by the Board of Registered Nurses (**BRN**), for the Licensed Clinical Social Worker (**LCSW**), and for the licensed Marriage and Family Therapy Counselor (**MFT**). Highly specialized course work is offered to warrant these distinctions.

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Having introduced the principles of academic administration of the University of California, and having introduced some of UCLA Extension's special characteristics and capabilities, we turn now to Part II where the quality assurance mechanisms for course, instructor and certificate approval are presented in detail.

Part II: Academic Approvals

In this section, we treat the three principal approval policies – *course*, *instructor* and *certificate program*, each in its turn and from the perspective of implementation rather than theory. The policies are presented in their latest form, with interlinear notes to further explain or illustrate the purpose of each provision. You will also find flowcharts, suggestions for pragmatic application of the policies, and a special tip-sheet for organizing your approval work.

Extension expresses course and instructor approvals in separate policies because the UC Academic Senate presents separate *regulations* for these topics. The parallel structure is maintained to ensure clarity of meaning, even though this structure does not easily translate into a uniform or unified procedure. (For example, we usually propose new courses to be taught by new instructors with a single petition, not two.) This guide and supplementary training sessions are organized to *bring it all together*.

The Approval of Courses

Between the lines below we present Extension's policy on course approvals. The interlinear text boxes such as this one provide further explanation, notes and references to the theory presented in Part 1. This edition of policy was approved in October 2013. Updated versions may be available online.

Intent

UCLA Extension offers to the public approximately 4,500 courses and programs each year. Of these, a significant number will be newly developed and conducted for the first time.

This policy restates the source documents and authorities regarding the approval of new courses offering academic credit. It is for the benefit of Extension's academic staff engaged in their development, and provides guidelines and defines procedures which will ensure compliance with Senate regulation and University policy.

Compliance

No UCLA Extension course bearing academic credit, which has not been approved, may be promoted or publicly announced. All courses, once approved, remain approved indefinitely.

Here we find a simple restatement of the Senate's interest in UC's reputation. If the course is to bear credit, the course must be approved before Extension can promote it. If not approved, the course cannot be seen by the public.

- To ensure the vibrancy and continuing diversity of the program, the Dean of Continuing Education and Extension (hereafter "the Dean") delegates to the Continuing Educators (CEs) responsibility for creating and proposing new courses at a number of levels of instruction. (Cf. UCLA Extension policy [AA120 Classification of Courses, and Course Series Standards](#)).

- The Dean delegates to Extension’s Registrar responsibility for maintaining records regarding the approval status of Extension’s courses, and providing program department personnel with real time reports displaying the status of courses which have been proposed, but whose approval has not yet been received. The Registrar is also responsible for providing training programs and manuals to acquaint new and continuing staff with the provisions of this policy and its attendant procedures.

Record-keeping for course and instructor approvals is done by the *Program Services* unit of the registrar’s office. The real-time reporting requirement is fulfilled by the CRS 150 report. The fact that you are reading this sentence is evidence that the Registrar is at least partially complying with the mandate for training.

- The Administrative Calendar notes the Marketing/Approval Deadline for each quarter. Any new course that has not been approved by or before that deadline will automatically be excluded from the print catalog and delisted from the institutional website. A new course whose approval is obtained after that deadline can be listed on the website, but it cannot be inserted into the production cycle for the print catalog for the upcoming quarter.

The remedy for a course that has not been approved for academic credit is its “pull” from publications. If subsequently approved after deadlines for the print medium, the course can be salvaged with a late listing on the web. Courses can also be renumbering to a non-credit offering. *Since renumbering effectively changes terms and conditions of enrollment, students already enrolled in such sections become entitled to a full refund upon withdrawal.*

Regulatory Environment

The following Senate regulations, Senate legislative rulings, and Standing Orders of the Regents define the perimeters of UCLA Extension’s policy and procedure regarding the approval of courses.

To emphasize the fact that these are verbatim presentations of higher source authorities, the text is presented in a different color when viewing online. Any Extension policy or procedure must co-exist amicably with these higher authorities.

University of California Extension courses yielding credit toward an academic degree or a professional credential or certificate shall be approved according to the following procedures:

- A. All lower division, "100" series upper division, and "200" series graduate courses bearing the prefixes "X," "XB," "XD," "XL," "XR," "XSB," "XSF," etc. [see SR 790] shall be approved by the Dean of University Extension (or his authorized representative) and the department concerned, and then submitted for approval to the Committee on Courses of Instruction (or other committee having jurisdiction over the corresponding regular courses) in the Division of the Academic Senate on the campus where the courses received departmental approval. Complete approval must be received before any public announcement of such courses is made.

In point of fact, an XL course in the series 1-199 is not really subject to approval by UCLA's Undergraduate Council. Since such a course is *congruent* to an existing UCLA class with respect to title syllabus, textbook and readings, the course itself by definition has already been approved. The Undergraduate Council's interest is to verify that the XL presented by Extension is congruent to the course in the regular curriculum, and will do so with every submittal of an instructor approval. The Council is also interested in courses proposed as X 1-199 which have no congruent equivalent in the regular curriculum.

- B. "X300" and "X400" series courses shall be approved by the Dean of University Extension (or his authorized representative) and by the department and school (or college) concerned, in accordance with general policies established by the Committee on Courses of Instruction of the Division of the Academic Senate on the campus where the courses received departmental approval. Complete approval must be received before any public announcement of such course is made. [See SR 790] [See LR 10.65]

Extension complies with this Senate Regulation by automatically pulling unapproved courses from the data extract on which the print catalog is typeset, and to render the sections invisible to the web. Unapproved courses cannot be seen by the public, and systems' logic ensures that this is the case.

- **Legislative Ruling 10.65 of the Senate Committee on Rules and Jurisdiction**

Regulation. . . 792(B) empower[s] each Divisional Committee on Courses (or its equivalent) to determine what endorsements by Senate agencies (including reviews by Divisional committees) must be obtained by University Extension before a suggested X300-X400 course may be presented with a proposed instructor in charge. Approvals by the Dean of University Extension and the department, college, or school concerned are necessary, but they are sufficient only to the extent that the Committee on Courses determines.

- **Legislative Ruling 4.84 of the Senate Committee on Rules and Jurisdiction**

The authority of the Academic Senate over courses and curricula, derived from Regental Standing Order 105.2, entails, *inter alia*, the authority to discontinue academic programs. No delegation of this authority other than to agencies of the Academic Senate is authorized by Regental Standing Orders.

- **Standing Orders of the Regents 105.2 (b)**

The Academic Senate shall authorize and supervise all courses and curricula offered under the sole or joint jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by the Board, except that the Senate shall have no authority over . . . non-degree courses in the University Extension. . . .

Los Angeles Senate Division Delegations and Oversight

The Undergraduate Council of the Los Angeles Division has oversight responsibility for credit-bearing courses in the series numbered 1—199. The Graduate Council of the Los Angeles Division has direct approval authority for credit bearing courses prefixed with an "X" or "XL" in the series numbered 200—299. Under Senate Regulation 792 (A), these final oversight, review, and approval authorities are in addition to endorsements that are required by Schools, academic departments and/or faculty executive committees.

The Committee on Continuing and Community Education (“CCCE”) of the Los Angeles Division consults and advises on credit-bearing courses prefixed with an "X" in the series numbered 300—399 and 400—499. On March 24, 1969, the predecessor to CCCE delegated its immediate approval authority under Senate Regulation 800(a) to UCLA’s College, Schools, and academic departments for these professional level series.

The March 1969 delegation, announced by committee chair Thomas Sternberg, explains why UCLA Extension’s 300-499 courses are not subject to a “second pass” by this committee. Prior to this time, these credit-bearing courses were subject to both departmental and committee review. Other UC Extensions continue to have a two-step process.

Non-Credit Courses

By Standing Order of the Regents 105.2 (B), the Academic Senate enjoys no direct approval authority over non-credit courses offered through UCLA Extension. However, the principles of shared governance of the University of California vest an indirect interest with the Senate regarding Extension’s non-credit offerings. To enable Senate input and challenges regarding courses in the non-credit course series numbered 700—799, 800—899, and 900—999, Extension departments will provide academic departments with an Advisory Notice regarding new offerings prior to the public announcement of such courses.

An Advisory Notice is not the same as a Course Approval. Extension provides *notices* on non-credit offerings as a courtesy to Academic Departments. In the absence of a challenge, Extension can proceed with the course. With credit-bearing courses requiring approval, Extension cannot allow the course to proceed without an affirmative response.

The Course Proposal

Proposals for new courses will include the following elements:

- a course description
- as needed, explanations regarding the appropriateness of the course level. For example, courses offered X 1 – 199, and XL 200 – 299, require special documentation explaining why congruence in the learning outcomes are not required in

the first instance, and how and why Extension proposes to offer instruction regarding research methodology in the second instance.

See the special section devoted to explaining *Exception Letters* for “X” versions of Courses numbered 1—199.

- a course outline, ordinarily prepared by the instructor of first instance for the new course, or by the course author if other than a proposed instructor. The outline will identify texts to be used in the course, if any; a list of the topics to be covered in each course meeting, a statement regarding the techniques to be used in the evaluation of student work, (exams, papers, presentations, e.g.); notation regarding program meeting format and the number of hours outside of class to which students will typically be expected to commit; and the number of contact hours of instruction, and the value of academic credit the contact hours represent.

Undergraduate Instruction conducted in the Distance Learning Format

The approval of courses and the approval of instructors to teach courses in the series 1-199 is predicated on a general test for congruence in learning outcome with the course it mirrors in the UCLA curriculum. Whereas the methodology for assessing students’ mastery of material is also expected to be the same and is frequently by exam, and whereas a properly secured testing environment is necessary to prevent various forms of academic misconduct, UCLA Extension requires all exams in courses numbered 1-199, including those presented in the distance learning format, to be proctored.

Unit Valuation

Academic Senate Regulation 760 defines how unit values are determined: “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 a student, or the equivalent.” This time formula considers work performed by the student both in class and at study. The intent of the Senate is to measure a course by the total effort an average student must make to cover a fixed amount of material. For the typical UC undergraduate level 4-unit course in a quarter-based term, 33 1/3 hours (2000 minutes) of instruction are conducted, and the average student will expend an additional 87 hours in study. Underlying this time formula is an emphasis on the quantity of material presented and to be mastered.

For traditional format classes, UCLA Extension is welcome to employ the above standard, but is also approved to use an equivalent formula, approved by our Senate committee in November 1965, based exclusively on contact time: *for every unit of credit, there will be 8.33 hours of contact time.* For independent study, online courses, and hybrid courses (which mix online presentation with classroom contact), CEs will respect Senate objectives by proposing unit valuation on an overall assessment of the learning objectives, the material to be mastered, and the total time an average student will likely expend in study.

- The proposed unit valuation of a course is based on an overall assessment of the learning objective, and not exclusively on a formula for contact time in the classroom. *Once approved, unit valuations represent a fixed characteristic of the course based on the overall learning objective.* Any and all subsequent sections of the course will therefore bear the same unit value without respect to variations in classroom contact time, or the format of delivery. The totality of content to be learned shall remain constant.
- UCLA Extension supports and reports unit values on classes to the nearest tenth of a unit.
- No more than 2 quarter units can be earned in a single week by any student, however intensive the program format may be as defined by contact time.
- Courses that are planned as constituent requirements of certificate curricula will, to the extent possible, be planned in whole unit values.

The theory underlying unit valuation and the first three bulleted items is presented in Part I. (See if you can recall the rationale for each.) The fourth bulleted item calling for whole unit values is a matter of pragmatic administration. We have many students studying in certificate programs who are visiting the US on student visas, and some students who are consuming forms of federal financial aid. These students are required by federal law to carry a *full time load*, which for Extension's certificate programs is ordinarily 12 units per quarter. It is very hard for students to assemble a coherent study list and achieve 12 units if classes are parsed to less than whole unit values. Recall also from Part I, that the principal rationale for Extension offering courses with partial unit valuation was to enable credit for one- day programs, *not* to offer regular formatted courses with 3.7 or 4.2 units. *Make it whole! Keep it simple!*

The Review

Proposals for new professional and undergraduate level courses, and Advisory Notices for new non-credit offerings, will be forwarded to UCLA's academic departments for approval or review as soon as the courses are known.

Proposals for new offerings of graduate level XL courses will be forwarded to UCLA's academic departments for approval no fewer than 16 weeks prior to the beginning of the quarter of instruction, and then to the Graduate Council for approval no fewer than 12 weeks prior to the beginning of the quarter.

UCLA Extension rarely offers XL courses in the 200 series. When it has, it has done so with the specific co-sponsorship of a professional school. The Graduate Council of the Academic Senate sits as the "committee on courses" for all 200-level courses. This committee meets with less frequency, and requires longer lead time for consideration of such approvals.

Exception Letters for “X” versions of Courses numbered 1-199

An older edition of this Approvals Guide provided the following rather cryptic passage regarding Letters of Justification for “X” courses:

All new course approval requests submitted to the CUCC (now Undergraduate Council) for courses designated by the prefix “X” (as opposed to “XL”) must be accompanied by a letter of justification from the chair of the appropriate campus department. This letter must explain why the course is not offered through regular session, and how the credit units are determined.

What was left unexplained is how or why UCLA Extension would be offering “X” versions of courses 1-199 in the first place. Recall that the test for an “XL” is congruence with a course as it is offered at UCLA. And recall that there are multiple tests for congruence employed:

- The course number
- The course title
- The course description
- The course outline defining learning outcomes
- Unit valuation
- Textbook

Why would Extension ever offer an X?

Decades ago, UCLA Extension presented its first instance of Management **XL** 1A and 1B *Principles of Accounting*. Our approval of instructors followed form, and our versions of the course were deemed congruent. UCLA later simplified the course description in the UCLA Catalog. The description itself had become sufficiently truncated that, in the opinion of our CEs at the time, it failed to adequately describe the content in a way that would attract an adult audience. Although the learning objectives, title and all other aspects of our accounting classes remained the same, Extension sought the “X” designation because we found the “XL” course description to be deficient for our purposes.

An assumption arose that UCLA Extension would never offer an “X” version of a class that had not started out as an “XL.” We find no evidence of this limitation in Senate Regulation or other policy. We do understand that without an existing course in the UCLA curriculum, unit valuation for a course submitted for *de novo* approval by the Undergraduate Council does present a challenge. We are asking them to approve a curricular offering for which the Senate committee has no frame of reference.

This explains in part why the letter of justification comes not from Extension, but from the Dean of the School or the chair of the department that does not offer the course. In practice, we now expect co-signature from both our counterpart, and our program department director.

In the mid-2000s, an excellent example of a circumstance for presenting a *de novo* “X” approval was presented. The State of California had declared that certain licensure requirements for a particular industry was to be predicated on academic credit earned at

the undergraduate level – and such instruction was frequently found at the CSU but not at UC. It so happens, UCLA Extension’s program department sought to provide this very instruction. We can find no finer example of a situation whereby an “X” course might be proposed *de novo*. Especially since UCLA would accept for unit credit on transfer and without challenge a comparable course earned at CSU, that fact alone when presented to the Undergraduate Council proved to be sufficiently persuasive.

XL 199? | XLC 199!

Up until 1993, the Undergraduate Council considered course/instructor proposals for XL 199s. The 199 is defined by the UCLA Senate Division as an undergraduate *directed study, independent study* or *upper division tutorial*.

When you ponder the process and policies, one wanders into a dense process – the petitioning Extension student had Extension staff working to develop a cadre of approved instructors. Each XL 199 petition required a submittal to the Undergraduate Council.

Having Extension students simply enroll with UCLA professors approved to offer 199s and to do so via concurrent enrollment presented an obvious solution to the workload problem. Nevertheless, until 1993, policy analysts noted that the concept of an XLC 199 was perhaps incongruous since a *concurrent course* expects a mix of Extension and regular session students. A mix is rather impossible to achieve with an independent study.

The Council itself provided relief by allowing concurrent enrollment (XLC) into organized, approved independent study 199 sections. Accordingly, UCLA Extension offers no XL 199 courses or enrollment opportunities, but enrolls students frequently into XLC 199 sections.

The Approval of Instructors

We present Extension's policy on instructor approvals. The interlinear text boxes such as this one provide further explanation, notes and references to the theory presented in Part 1. This edition of policy was approved in November 2014. Updated versions may be available online.

Intent

UCLA Extension employs approximately 2,500 instructors each year, drawing from the faculties of the University of California and other regional research and comprehensive universities, the California State University System, and the Community College Districts; in some cases apprentice instructional personnel who are graduate students at the University of California; and a significant number of persons distinguished in southern California's diverse business, industrial, and professional practice communities and research laboratories.

In accordance with Standing Orders of the Regents and the regulations of the Academic Senate, all persons designated as instructors in charge of Extension courses bearing academic credit will be approved through the agency of the Academic Senate. Such endorsement ensures that Extension's instructors are competent to present the material described, and that they are qualified to assess the work presented to them by their students – the successful completion of which leads to the award of academic credit.

This policy restates the source documents and authorities for the benefit of Extension's program development staff engaged in the selection and oversight of instructors. It also defines the procedures which will ensure compliance with Senate regulation and University policy which have been promulgated to fulfill public expectations of excellence, and to protect and enhance the reputation of the University of California.

Compliance

UCLA Extension courses bearing academic credit may not meet under the supervision of an instructor who has not been approved.

This is an absolute rule. There are remedies in the event an instructor proposal has been rejected. The most important action should a request be returned without approval is to *immediately inform the CE*.

- The Dean of Continuing Education and UCLA Extension (hereafter “the Dean”) delegates to the Continuing Educators (CEs) responsibility for selecting and proposing new instructors qualified to conduct courses, and for assembling the dossiers of both new and continuing instructors who stand for review. Additionally, CEs are responsible for ensuring that only those persons approved will be permitted to engage in instruction.
- The Dean delegates to Extension’s Registrar responsibility for maintaining records regarding the approval status of Extension’s instructors, and providing program department personnel with real- time reports regarding the status of instructors who have been proposed, but whose approval has not yet been received. The Registrar is also responsible for providing training programs and manuals to acquaint new and continuing staff with the provisions of this policy and its attendant procedures.

Regulatory Environment

The following Senate regulations, Senate legislative rulings, and Standing Orders of the Regents define the perimeters of UCLA Extension’s policy and procedure regarding the approval of instructors.

o **UC Academic Senate Regulation 800 (A)**

All members of the University Extension staff who offer courses that are announced as yielding credit toward an academic degree or a professional credential or certificate shall be members of University departments in which

instruction is offered, or in the case of lower division, "100" series upper division, and "200" series graduate courses bearing the prefixes "X," "XB," "XSF," etc., shall be endorsed by the Committee on Courses of Instruction concerned (or other committee having jurisdiction over corresponding regular courses) acting in consultation with the departments in question, and in the case of "X300" and "X400" series graduate professional courses, must be approved (1) by the department or school or college and (2) in accordance with requirements established by the Committee on Courses of Instruction of the Division of the Academic Senate on the campus where the courses received departmental approval.

The first sentence of this Senate Regulation, in the clause before the "or," is perhaps one of the more overlooked provisions of Senate Regulation. We translate it into a more meaningful rule of thumb: *UC regular faculty can teach their own classes through UCLA Extension as "XL"s (or XIs if from Irvine), without any instructor (or course) approval required. Submittals to the departments or to Undergraduate Council are not required.*

o **Legislative Ruling 10.65 of the Senate Committee on Rules and Jurisdiction**

Regulation. . . 800(A) empower[s] each Divisional Committee on Courses (or its equivalent) to determine what endorsements by Senate agencies (including reviews by Divisional committees) must be obtained by University Extension before a suggested X300-X400 course may be presented with a proposed instructor in charge. Approvals by the Dean of University Extension and the department, college, or school concerned are necessary, but they are sufficient only to the extent that the Committee on Courses determines.

This Senate Legislative Ruling affirms the authority of the CCCE to define, and to redefine, the requirements for approval of courses numbered 300-499. Our Deans, working *with* CCCE and other faculty agencies, work to ensure that our approval/ quality assurance processes are effective, even as they are managed as simply as possible.

o **Legislative Ruling 4.84 of the Senate Committee on Rules and Jurisdiction**

The authority of the Academic Senate over courses and curricula, derived from Regental Standing Order 105.2, entails, *inter alia*, the authority to discontinue academic programs. No delegation of this authority other than to agencies of the Academic Senate is authorized by Regental Standing Orders.

o **Standing Orders of the Regents 105.2 (b)**

The Academic Senate shall authorize and supervise all courses and curricula offered under the sole or joint jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by the Board, except that the Senate shall have no authority over . . . non-degree courses in the University Extension. . . .

Los Angeles Senate Division Delegations and Oversight

- The Undergraduate Council of the Los Angeles Division has direct approval authority for instructors teaching credit bearing courses prefixed with an "X" or "XL" and numbered in the series 1—199. The Graduate Council of the Los Angeles Division has direct approval authority for instructors teaching credit bearing courses prefixed with an "X" or "XL" and numbered in the series 200—299. Under Senate Regulation 800 (a), these oversight, review, and approval authorities are in addition to endorsements that are required by Schools, academic departments and/or faculty executive committees. These Senate Committees reserve the right to revoke an Extension instructor's approval to conduct these courses.
- The Senate Committee on Continuing and Community Education ("CCCE") of the Los Angeles Division consults and advises on general requirements for instructors proposed to teach credit bearing courses prefixed with an "X" and numbered in the series 300—399, and 400—499. On March 24, 1969, the predecessor to CCCE delegated its immediate approval authority regarding Extension instructors under Senate Regulation 800(a) to UCLA's College, Schools,

academic departments for the review of Extension instructors.

Re-delegation Agreements

On January 22, 2008, the CCCE, without objection from the Graduate Council, further approved a procedure by which UCLA's academic departments and Schools could elect to re-delegate certain *pro forma* approvals to the Dean. Such re-delegations may be made by department chairs or equivalent School authorities where:

- the proposed instructor has a PhD, (or other terminal degree such as EdD in Education or MFA in Art) in a discipline relevant to the course being taught plus a minimum of **two years** of professional experience in the field; or,
- the proposed instructor has an MS/MA in a discipline relevant to the course being taught plus a minimum of **five years** of professional experience in the discipline; or,
- the proposed instructor possesses other appropriate relevant qualifications as defined by the related School or academic department; and
- for courses numbered in the 300 series only, the proposed instructor has BS/BA and a teaching credential plus a minimum of **five years** of teaching experience at a level relevant to the course being taught.

To reduce costs attendant with the administration of approval processing, CEs are encouraged to negotiate and secure agreements with their respective departmental authorities for re-delegation to the Dean as described above. Agreements once obtained shall be renewable every five years as recommended by the Senate committees. Instructors so approved under this provision shall nevertheless be approved indefinitely.

Each year the Dean's Office will identify and announce to CEs the newly appointed, incoming chairs of UCLA academic departments. Following distribution of each year's *Dean's Annual Letter to the Chairs*, CEs will introduce themselves to new chairs in whose discipline Extension will be proposing new courses or instructors in the ensuing year. The CE will offer to further explain the academic approval processes, and may elect to propose a re-delegation agreement for instructors of the 400-series. Requests for re-delegation agreements will be made in writing (by email), with a copy to the Dean.

When obtained, re-delegation agreement letters will be forwarded to the *Program Services* unit of *Student Services* for record and to facilitate the quarterly update of approval records. *Student Services* will display and maintain a web-accessible

internal report showing all re-delegation agreements and the quarter/year they expire; and a [template for an agreement letter](#) fully annotated to ensure consistent and correct terms. Records of re-delegation agreements and the instructor approvals to which they give rise shall be kept in perpetuity. Staff personnel in Program Services will flag an *instructor approval* based on a re-delegation agreement only in cases where the proposed instructor meets the exact terms of the re-delegation agreement on file.

The UCLA academic departments retain post-audit review authority – which is to say – academic departments may from time to time request reports from the Dean regarding instructors teaching at the professional level at UCLA Extension, and investigate questions of extra-procedural practice raised by UCLA faculty.

This reform was introduced in 2008. The sample delegation agreement letter is presented in this training material, and appears on Student Services' intranet page.

The Dossier

Whenever required for review by UCLA departments or Senate committees, dossiers of instructor-candidates proposed to teach credit-bearing courses through UCLA Extension will include the following elements:

- A biography, current to within 24 months, which will identify earned and honorary degrees, and educational institutions attended; identify teaching credentials which may be on file; identify employment history and professional experience relevant to the course(s) and discipline proposed, and the organizations in which these positions were held; list books and articles authored or edited; and identify honors and awards other than honorary degrees.
- The course listings ("descriptions") for all courses for which instructor approval is sought.
- The course outlines for all courses for which instructor approval is sought. The outline will identify the text to be used in the course, if any; a list of the topics to be covered in each course meeting, a statement regarding the techniques to be used in the evaluation of student work, (exams, papers, presentations, etc.); notation regarding program meeting format and the number of hours outside of class to which students will typically be expected to commit; the number of

contact hours of instruction, and the value of academic credit the contact hours represent.

- A minimum of three letters of reference from persons familiar with the academic background of the instructor-candidate, and their assessment of the candidates' qualifications for teaching in the proposed field of specialization. Whenever possible, local references or references by members of UC faculty will be obtained.

Dossiers of Extension instructors whose *renewal*/endorsement is required and sought will include the above; however, in lieu of letters of reference, cumulative scores and reports of instructor and course evaluations will be accepted. Extension will provide instructor and course evaluation score reports, using instruments and report formats similar to those used by UCLA's Office of Instructional Development to facilitate analysis and review by academic departments.

With these provisions, letters of reference/recommendation are clearly required for any instructor proposed to teach a particular class for us *the first time*. Such letters are valid for use with *other* related class approval petitions for a period of two years until a "track record" is established for the instructor's portfolio of classes.

Requests for approval of *continuing* Extension instructors who have established a base of course/instructor evaluation scores (either for expiring 1-199 courses, or for new but other courses in a related discipline at any level) may have evaluation scores submitted with support recommendations from CEs in lieu letters of recommendation.

For any given instructor, letters of recommendation need be obtained just once, except under most unusual circumstance.

Instructor approvals subject to expiration (for undergraduate and graduate level courses) will expire together with all previously approved courses for each instructor. Courses added to an instructor's portfolio since its last expiration will expire when the oldest approval expires. (With the exception of regular UCLA faculty and lecturers and as noted above, all instructor approvals in the X and XL 1—199 and 200-299 series expire.) In cases where an instructor teaches a number of degree credit courses, all approvals will therefore expire and be submitted for renewal simultaneously, going before the appropriate UCLA faculty and Senate committee just once every five years for all courses ensemble.

Consider the case of an instructor “capable of teaching all courses leading to mastery of the French language” – French XL 1A,B,C; then French XL 2A,B,C -- a two year sequence of six courses. Over a number of years, this instructor has been approved to teach six different classes, all related. For reasons unknown, the department did not elect to have this instructor approved for each of the six up front, but rather submitted approvals in a staggered fashion as courses were offered.

By resubmitting *all* courses subject to approval when the first of many is subject to expiration, this single instructor will have all courses approved ensemble, resulting in a simple and uniform expiration for all. By handling it this way, we reduce the workload both for our staff and for the approving faculty.

This policy provision calls for the submittal of all XL instructor approval renewals – an instructor’s entire portfolio – when the first of many expires.

Dossiers are not necessary for instructors subject to *pro forma* approval by the Dean arising from a re-delegation agreement. CEs need only forward a signed copy of the course proposal, or a brief note to Student Services’ Program Services unit citing a proposed instructor’s degree and professional experience qualifications, referencing a current, unexpired and relevant re-delegation agreement. Student Services will keep a record of CEs correspondence for audit purposes, then update approval records accordingly. Student Services will also display and maintain a web-accessible internal report showing all re-delegation agreements, and the quarter/year they expire. This report will be immediately accessible via the so-called “CRS150” online course and approvals report where detailed statuses, class by class, are displayed in real time.

Initial Review

Dossiers, as described above, for professional level instruction will be forwarded to UCLA’s academic departments for review and approval at least 4 weeks prior to the first scheduled day of instruction. Dossiers to be reviewed for undergraduate level instruction will be submitted to the Undergraduate Council at least four weeks prior to the quarter term start, *with departmental endorsements having already been obtained*. Dossiers to be reviewed for graduate level instruction will be submitted to the Graduate Council at least 12 weeks prior to the first week of

scheduled instruction, *with departmental endorsements having already been obtained.*

Special criteria for renewals and the schedule for such renewals, are described below.

The planning date by which an instructor proposal is expected to be in the hands of an approving department chair will vary depending on the level of instruction, as above. In any case, recall always that the real *deadline* is the first scheduled date of instruction – without the approval in hand the class must be rescheduled, cancelled, or put in charge of someone who is approved to lead it.

The planning dates listed above are the expectations of the approving authorities. Failure to meet these expectations could result in a rejection. For further information about the expectations of the Undergraduate Council, see below *Emergency Approvals for Instructors Teaching 1 – 199*.

Renewal

Non-Credit Instruction. Instructors engaged in non-credit instruction, whose continuing participation in Extension's program in the opinion of his/her sponsoring Continuing Educator continues to advance the objectives of the program, will be allowed indefinitely to oversee those courses, subject to the periodic review of the Dean.

The authority for anyone teaching UCLA Extension classes is the *Continuing Educator* and the *Dean of Extension*. The above passage reminds us that this authority exists, even for non-credit courses that are beyond the authority of the Senate. In the next passage, we see the same authorities with respect to professional level instruction. In effect, our instructors teach for us by our leave, even if academically approved.

Professional Level Instruction. Instructors engaged in credit-bearing instruction in courses designated in the X300 and X400 series, whose continuing participation in Extension's program in the opinion of his/her sponsoring Continuing Educator continues to advance the objectives of the program, will be allowed indefinitely to oversee those courses subject to the periodic review of the Dean and of the academic department.

Graduate Level Instruction. Approval for Extension instructors to teach courses in the X or XL 200-299 series will expire at the department/School/College level after the quarter of approved instruction. At the option of the UCLA academic department, instructor approvals may be extended for as many as three additional quarters without resubmission to the Graduate Council. Council approvals will expire annually.

Undergraduate Level Instruction. Regular UC faculty and UC lecturers, teaching courses in their area of recognized competence, are approved to teach such courses indefinitely.

For all other instructors, approval to teach a course in the series 1-199 expires five years after the initial approval to teach that course, or sooner if the original approval was returned by the Undergraduate Council with a restriction calling for shorter duration:

1. Regular UC faculty teaching courses outside area of recognized competence;
2. Regular teaching faculty of an accredited college-level institution, teaching courses in the area of recognized competence;
3. Other Ph.D.s, whose biographies offer evidence of satisfactory teaching competence and experience, teaching courses in the area of recognized competence;
4. Recipients of the Candidate in Philosophy (C.Phil.) or equivalent from UC, with evidence of satisfactory teaching competence, who may conduct courses in the field of training at the lower division level, only;
5. Persons with extensive teaching or professional experience may conduct courses in the field of training;
6. Graduate Students holding a Master's Degree, or a BA with UCLA TESL Certificate, may teach courses in the lower division, only.

Undergraduate Instruction conducted in the Distance Learning Format

The approval of courses and the approval of instructors to teach courses in the series 1-199 is predicated on a general test for congruence in learning outcome with the course it mirrors in the UCLA curriculum. Whereas the methodology for assessing students' mastery of material is also expected to be the same and is frequently by exam, and whereas a properly secured testing environment is necessary to prevent various forms of academic misconduct, UCLA Extension requires all exams in courses numbered 1-199, including those presented in the distance learning format, to be proctored.

Liaisons and Recording

For every academic discipline at UCLA, there may be one or more CEs at Extension with primary liaison responsibility. This liaison role is important both to build, maintain and reinforce internal quality controls and to facilitate the approval processes. This primary liaison is expected to acquire an understanding of the standards, expectations and procedures of the approving school or academic department.

To facilitate approvals, in cases where more than one Extension *department* is programming in the same discipline, the CE for whom the use of the discipline is secondary or unusual will obtain a countersignature on proposals from the CE with the primary liaison role, and do so prior to forwarding it to the UCLA academic department or school for approval. The *Associate Dean of Academic Affairs* will have delegated authority for clarifying liaison roles, and for making exceptions to this provision.

Program department staff will forward copies of completed approvals which have been returned from academic departments, and copies of Advisory Notices which have been sent to academic departments, to the Program Services unit of Student Services where the approvals and evidence of advisory notice will be noted and expiration schedules, if applicable, will be maintained.

Who can Teach? Limits to Extramural Instructor Appointments

It is one thing to compile an instructor dossier. It is quite another to know beforehand what the limits are, if any, to instructor qualifications so that one need not be disappointed by a decision that is surely predetermined. You may even find that under certain circumstances, no approval is needed at all. The following is your tip sheet:

For Instructors proposed to teach courses 1—199

- A *regular* UC faculty member of any rank, including lecturers with security of employment teaching one of his or her own already approved courses and therefore within determined competence, does not require any approval at all when teaching the same course through Extension in a class organized as an *XL*. Both the course and the instructor come approved. The rule of thumb: ***UCLA Faculty can teach their own classes through UCLA Extension.***

- Adjunct Assistant and Adjunct Associate Professors (those serving UCLA under contract, including those hired to teach in Summer Sessions), and lecturers without security of employment, are approved to teach their courses through UCLA Extension the year they are offered through UCLA, and without any further approval required by the Undergraduate Council or the Academic Department. As with all other approvals to teach courses numbered 1 -199, such approvals will expire after five years. The rule of thumb: ***Adjunct instructional staff at UCLA are likely candidates for Extension employment, and require no further departmental or committee approval, but eligibility to teach expires within five years of the regular, often Summer Sessions, appointment.***
- UCLA and UCLA Extension encourage the employment of UCLA's apprentice instructional personnel – *our graduate students* – including those awarded the degree C.Phil. UCLA's registered graduate students, or graduate students on leave, may teach lower division (X/XL 1-99) courses at Extension with Departmental approval *and without Undergraduate Council approval*, but only within the field of training. (Other limits to such employment relate to matters of compensation. ***Confer with the manager of Program Services or with Extension's Payroll manager before scheduling a UCLA graduate student to serve as a UCLA Extension instructor.***)

All other instructors proposed to teach courses numbered 1-199 are subject to review and approval by both the UCLA academic department and by the Undergraduate Council. While any such approval will be in force for a period of five years, the *Undergraduate Council* will exercise higher degrees of scrutiny as one descends the following short list:

- PhD and regular teaching faculty of an accredited college-level institution
- Other PhDs
- Persons with extensive teaching or professional experience

For Instructors proposed to teach courses 300 – 499

There are no minimum academic thresholds with respect to instructors who are proposed to teach courses numbered 300-499. Extension takes into consideration a balance of academic credentials and professional expertise. A brilliant and well-known entrepreneur holding only a high school diploma might still be considered to teach a UCLA Extension 400 -level course. We nevertheless bias our recruitment processes high. Consider that the delegation agreements for professional instruction reward departments with relief from approval processing where the proposed instructor has a terminal degree in his field and at least two years professional experience.

All *primary instructors* are subject to approval for each course they are proposed to teach on professional and academic merits – once obtained, the approval is in effect *in perpetuity*. A *primary instructor* is one designated to be the *instructor in charge* within the meaning of Senate regulation. Such instructors have the authority to design assessment exercises and grade students' work, in addition to having principal responsibility for the content and design of the learning objectives. The *primary* instructor is the person responsible for retaining final examinations, for handling petitions for the grade of Incomplete, and for filing charges of student misconduct.

With some classes, UCLA Extension employees Assistant Teachers. Assistant teachers share in the responsibility for the teaching elements of the course, but do *not* need academic approval as if they were the *instructor in charge*. As a matter of best practice, departments are encouraged to nevertheless recruit for Assistant Teachers by seeking the same balance of background and experience as that held by the *primary* instructor. Also, by obtaining the academic approval, such co-instructors become empowered to lead such courses in their own right.

- Guest Lecturers do not require academic approval
- Course Authors do not require academic approval

Emergency Approvals

Emergencies will arise when an instructor who has been scheduled to teach a course becomes unavailable shortly before the beginning of the quarter in which he or she was scheduled to teach, or even in the middle of the term. Any of us can be felled and at anytime by illness, accident or other misfortune.

There is no special procedure for handling such matters with courses numbered 300-499. We immediately find another already approved instructor as a substitute, or seek departmental approval of a newly proposed instructor as the substitute. (The substitute becomes approved to teach the same course in perpetuity. Until the substitute is approved, *the course may not meet*.)

The same common sense applies to courses numbered 1 – 199. If we have another already approved instructor to take the course, no further action is required. If we have no approved substitute, we elect either to cancel or discontinue the course, or seek approval for a substitute instructor.

Due to the lead time needed and the schedule by which the Undergraduate Council convenes, UCLA Extension and the Council consider any instructor proposal to be normal if submitted four weeks or more prior to the beginning of any quarter term – and after that unacceptably late for timely consideration.⁴⁹ The *Undergraduate Council* will consider later submittals only as emergency

⁴⁹ The Council's approval steps are various. Frequently, our packages are "farmed out" to certain professors for evaluation, then returned to the Senate offices for consideration by the whole committee or curriculum subcommittees. The Council typically meets once per month throughout the year, and is often on hiatus during the summer. The four-week lead time provides the Council with time to meet its obligations.

substitutions. Emergency substitutions will be considered only under the following circumstances:

- The proposed instructor is to serve as a substitute for an *already approved* instructor teaching an *already approved class*;
- The originally proposed instructor met with an unfortunate fate making his/her teaching impossible;
- The emergency proposal for the replacement instructor is forwarded by the Registrar's Office (program services) to the Senate Executive office for consideration by the Undergraduate Council with a letter that explains the above circumstances, and which has been copied to the Dean of Extension or the Associate Dean of Academic Affairs.

Sample Delegation Letter for Series X 300 – X 499 Instructor Approvals

The following is a sample re-delegation letter. The returned email endorsements from department chairs were forwarded by the Dean's office to the program directors. CEs will base their future requests on this model content, and forward evidence of approval to the Program Services unit in Student Services.

Such delegation letters represent a significant potential workload reduction since for 399-400 proposed instructors, staff personnel in Student Services can simply check internally for qualifications before setting data fields to show the instructor as approved.

{Date}

{NAME}

Chair

Department of {_____}

Dear Professor {LASTAME}:

The Approval of Certificate Programs

Presented below is Extension's policy on certificate approvals, revised in October 2014.

Intent

UCLA Extension certificate programs address the needs for professional advancement, career transition, practical skills training, and the personal development of the individual student; and address the high-level training needs of various arts, service and manufacturing industries important to the local economy. These programs help define the character and standing of continuing higher education within the university community as well as the communities we serve at home and abroad. All programs are characterized by a balance of theory and practice appropriate to the discipline.

This policy ensures conformity with the University's academic standards and policies; establishes requirements for the design, academic approval, oversight, and change management of our programs; and provides for the administration of the academic affairs of the students resident therein.

Definitions

- Certificate Program.** A *certificate program* is a curriculum whose completion merits the award of a formal academic testimonial other than a degree. UCLA Extension is authorized by *Academic Senate Regulation 811* to organize curricula leading to the award of certificates, to record such achievement in students' records, and upon completion to present a certificate on diploma stock affixed with the University seal. To ensure a common understanding within the University and by agreement between the deans of the various Extension divisions systemwide, a certificate program curriculum requires a student to complete *at least* 140 hours of instruction, or 17 quarter-term units. Only sequences of courses fulfilling this basic definition, and which have undergone the review and approval process described herein shall be referred to as "**certificate programs**" in marketing and promotional materials; this to differentiate them from curricula having fewer than 140

hours, or that have not otherwise been approved for the award of a formal academic testimonial.

- **Sequential Program.** A *sequential program* is a curriculum that has not been submitted for approval as a *certificate program*. The curriculum provides for less than 140 hours of credit-bearing instruction, or is comprised primarily of preparatory or remedial level courses, or is deemed experimental and designed to test a market for relevance and viability. Curricula organized in the field of Education that lead to the award of teaching credentials will also be organized as sequential programs so that they do not yield both a teaching credential and a certificate for completing the same body of work.

No public announcement shall be made regarding any form of “award” for the completion of a sequential program. The completion of a sequential program will receive no posting or notice on students’ transcripts. As provided in policy on *Certificate Types and Design*, students who complete a sequential program will receive a *certificate of completion* affixed with the seal of the University rendered in silver. Such documents are not formal academic testimonials.

Each sequential program that appears to meet the minimum requirements of a certificate program will be reviewed by the Dean’s Office each year for its potential conversion to *certificate program* status. Except as provided for programs that lead to teaching credentials (see below), to request establishment of new sequential program CEs forward requests to the Dean’s Office.

- **Concentrations.** Certain *certificate programs* are approved by the professional school of original jurisdiction to offer *concentrations*, somewhat analogous to *minors* offered in undergraduate degree programs. Newly proposed concentrations are subject to the approval of the Dean’s Office, require the endorsement of the Advisory Board overseeing the related certificate programs, and formal notice to the school. In all other aspects, including the five-year review process, concentrations are treated and managed as independent certificate programs.

Types of relationship a course may have to its curriculum:

- **Prerequisite.** Evidence of completion of a pre-requisite must be made *prior to admission*. Units earned do not count toward the total units minimally required for completion of a program. Prerequisite courses are only presented in

certificate programs that are *restricted*, which is to say those that require an *admission decision*.

- **Required.** Satisfactory completion of the course is absolutely required as a condition of completion and award.
- **Defined Elective.** CEs may define lists of courses, from which students must select one or more, either to satisfy a number of units or a number of courses from within the defined list.
- **Elective.** A course which may be used by the student to fulfill overall unit requirements, and which may be selected from an enumerated list, or based on a rule regarding a broad category of course offerings. Rule-based electives are defined either by academic discipline (e.g. *English*), or by the subsets of discipline known as “market blocks” (e.g. *Writing for Episodic Television*). To encourage articulation by and between Extension program departments, elective rules defined by discipline may not be restricted by non-academic considerations such as particular departmental or cost center portfolios. For example, the rule *plus four elective units in the field of management* would allow a student to advance in his or her program by taking a four-unit MGMNT class irrespective of the department that offers it.

New Certificate Programs

"Curricula offered by the University Extension that lead to professional credentials or certificates shall be approved by the Dean of Extension and by the department or school or college concerned in accordance with the general policies established by the Committee on Courses of Instruction of the Division of the Academic Senate on the campus where each of the courses will receive departmental approval".

UC Academic Senate Regulation 811

- CEs shall propose new certificate programs employing the *Procedure for Proposing new Certificate Programs*, the provisions of which are wholly incorporated into this policy.
- All proposals for new certificate programs will involve consultation with UC faculty from an appropriate campus academic entity. In cases where a particular discipline is found within the competencies of the UCLA faculty, UCLA faculty will be involved. Other UC faculty will be involved

if UCLA does not have faculty expertise in the subject matter of the program.

- To restore a certificate program curriculum that was active in the past but now closed, CEs will submit proposals to reopen as if the program were new.
- Curricula organized for the completion of requirements for teaching credentials shall be proposed as if they are *certificate programs*, even though they will be structured and managed as *sequential programs*.

Governance and Change Management

- Continuing Educators/Program Directors are responsible for the proper governance and management of the certificate programs assigned to their portfolio. Attendant tasks and responsibilities may not be re-delegated.
- To provide Program Directors with counsel, an Advisory Board must be formed for each certificate program. The Advisory Board will actively participate in the development of the certificate program and in the review of subsequent changes in the curriculum. Its membership will include practitioners in the field and others with competencies, experience or perspectives useful in developing and reviewing the program. CEs will be expected to make a concerted effort to invite and have in service at least one member of the UCLA faculty. Meetings will be held at regular intervals, and at least once a year. Minutes will be kept of the meetings. Advisory Board meeting minutes will be reported to the Dean's Office.
- Advisory Boards may be organized to oversee more than one certificate program provided the programs are related by discipline.
- A notice to the UCLA academic unit, department or school with original approval jurisdiction will be sent, inviting comment, before any Board-endorsed changes are implemented which:
 - alter the listing of required courses;
 - offer new *concentrations*;
 - change admission rules and standards; or
 - change program duration and minimum unit valuations for completion.

No special notification is required for additions and deletions from lists of electives or lists of defined electives.

- Requests for the change of certificate program titles must be approved by the Dean. In the case of a purely cosmetic change that will not alter the perception of the value of the program or signal a significant change in the curriculum, the title change may be made without creating a new candidacy record and without further review and approval.
- UCLA Extension certificate programs will be managed *pay as you go*. Students will not be provided with the option to directly and fully prepay a curriculum.

Scholarship Standards and Curriculum Rules for Certificate Programs

Senate regulations govern the academic administration of curricula leading to the formal award of academic testimonials (such as degrees and certificates). Regulations require the formal evaluation of student work by instructors, and define scholarship standards and curriculum rules. Program directors are to establish scholarship standards and curriculum rules for each certificate program. During the proposal and approval process, they will be published, they will serve as the foundation for student counseling, and they will be recorded by the registrar in systems to enable audits of student status and progress. CEs may also express scholarship standards and curriculum rules for sequential programs.

Scholarship Standards and Curriculum Rules for Certificate Programs

Program directors will establish scholarship standards and curriculum rules for each certificate program. They will serve as the foundation for student counseling, and they will be recorded by the registrar in systems to enable audits of student status and progress.

Scholarship Standards

The scholarship standards for UCLA Extension's certificate programs are expressed either as *course-based* or *comprehensive*. In the course-based approach, a minimum grade, usually the grade of C, is required for *each* class in the curriculum. In the comprehensive approach, commonly used at the University in baccalaureate and higher degree programs, students must achieve and maintain an overall grade- point-average *within program*. The latter approach permits a deficient

(but passing) grade in one class to be offset by an excellent grade in another. The registrar will support audit capabilities supporting either approach. Effective for all candidacies established **after a date to be determined and thereafter**, students' progress will be assessed using the comprehensive approach.

Admission Standards and the *graduate level* Designation

By design and default, candidacy in certificate programs typically requires no evidence of award of a baccalaureate degree. Accordingly, under federal regulations relating both to Title IV financial aid programs and ISO's admission of students from abroad, UCLA Extension certificates are administered as *undergraduate* programs. The measure of full-time study employed for census reporting and student compliance is a minimum of 12 units per quarter taken within curriculum, with half-time study reported as 6 units per quarter.

CEs may seek configuration of their certificate programs as *graduate level* programs provided they require all applicants, as a condition of candidacy, to show evidence of a BA/BS degree from an accredited US college or university or its foreign equivalent; *and this without exception*. Under federal regulations relating both to Title IV financial aid programs and ISO's admission of students from abroad, the measure of graduate level full-time study employed for census reporting and student compliance is 8 units per quarter taken within curriculum, with half-time study defined as 4 units per quarter.

Curriculum Rules

Each credit-bearing course declared to be a part of a certificate curriculum will have one of four relationships to the program, as defined above: *prerequisite, required, defined elective, elective*.

800-level courses do not bear academic credit, and therefore may not be used to fulfill the minimum 140 credit-bearing hours needed to establish a certificate program. 800-level courses may be used and in some cases required in certificate curricula, but only to express a meaningful non-credit experience such as an ethics symposium or an internship.

CEs may restrict the effective curricular relevance of any particular course by defining its effective *shelf-life*, thus defining a timeframe within which the course must be successfully completed if it is to be counted toward completion of a certificate. For example, a student who successfully completes a course in 1990 that has a shelf-life of five years, who enrolls in a certificate program in 2000 that requires completion of that

course, will be required to re-take the course for credit. Electives by virtue of a rule will have an effective shelf-life of five years. Enumerated electives can be defined with any value of shelf-life.

Advanced Standing and Waivers of Courses

Students may petition to apply coursework earned at other accredited institutions for up to 25% of the required units of a certificate program. Petitions for advanced standing must be made within the first quarter of candidacy in the certificate program.

CEs may waive course and unit requirements for individual students case-by-case taking into account the student's academic record as well as availability of appropriate course offerings that can serve as electives. All electives are to have academic merit and applicability to the body of knowledge presented within the program.

Decisions regarding advanced standing and waivers must be recorded in students' records. CEs may delegate advanced standing and waiver decisions to *student affairs officers* and to *Program Managers* classified in the SAO series or at the *Program Representative III level*, but not beyond.

Internal Articulation

Courses can be employed within the curriculum of more than one certificate program. Students registered as candidates in multiple certificate programs where the same course satisfies a requirement or an elective rule shall be deemed to have satisfied the requirement in all, provided shelf-life requirements are met in each. To address situations where significant curricular overlap may result inadvertently in two awards without requiring significant additional coursework for the second, CEs may express a rule that either prohibits outright the double-use of credit by restricting admission, or that requires that at least half the minimally required courses or units of the second program be earned uniquely and without overlap from the first program. Either of the following examples would be valid:

- *Admission to this program is not permitted by students who have established candidacy in or completed the curriculum for the ____ certificate program; or,*
- *To earn this certificate, students making progress toward or who have previously satisfied the requirements of another UCLA Extension certificate*

*must complete a minimum of n [units/courses]
beyond that which satisfied the other program.*

Program Completion

The curriculum rules define minimum requirements for award, not absolute conditions. Once minimum requirements are fulfilled, the student will be notified of eligibility for award. Students may elect to award at that time or continue by taking electives.

Special Audiences

- **International Student Eligibility.** To maintain F-1 visa status, each quarter international students must be enrolled full time in required or elective courses formally identified in the certificate program curriculum. Program units may not promote certificate programs to prospective international audiences unless the program offers a full- time experience and meets all other F-1 student status requirements. (International students may enroll in only one online formatted course per quarter: to comply with federal regulations the balance of the courses must be taken on-the-ground.) To ensure a stable environment for our students, newly proposed certificate programs will generally not be approved for international students the first year unless the proposed curriculum is dominated by proven courses that consistently carry.

English Language Proficiency. Unless otherwise noted in program policies and descriptions, the language of instruction at UCLA is English. For programs authorized to sponsor international students on F-1 student visas, the level of English proficiency for non-native speakers of English must be declared by the Program Director/CE using scores of both the Educational Testing Services' *Test of English as a Foreign Language* (TOEFL) and the *International English Language Test System* (IELTS). Prior to enabling entry to the United States or acceptance to Extension's academic programs by transfer, the *International Student Office* (ISO) will require evidence of proficiency and achievement using either of these threshold test scores presented by prospective students, *but will exempt students from taking an English proficiency exam if:*

- the student is a citizen of Australia, Ireland, New Zealand, South Africa, or the United Kingdom.
- the student is a citizen of a country where English is a dominant or legal language,* *and* the student declares fluency having grown up in an English-speaking

household. (*As determined by the US Government. For example, Canada, India, Pakistan, Nigeria, Bermuda, Singapore).

- the student declares English is his or her second language *and* produces a transcript showing at least four years of instruction from a high school, university or college where English was the language of instruction.
- the student is transferring from Extension's *American Language Center* with a grade of "A-" or higher from level 106 of the *Intensive English Language Program*.

CEs will define the appropriate threshold level for TOEFL and IELTS test scores having taken the following factors into consideration:

- Effective Summer 2015, the institution-wide minimum score for which the ISO will issue an I-20 to a non-native English speaker is 83 on TOEFL or 6.5 on IELTS. (Until then, the minimum score is 79 TOEFL and 6.5 IELTS.) This reflects the UCLA standard employed by *Undergraduate Admissions*. No exceptions will be made for students whose score is lower.
- UCLA's threshold for graduate admissions is 87 on TOEFL.
- Students who test 100 or higher on TOEFL or 7.0 or higher on IELTS will have met Extension's English language proficiency requirement.
- Feedback from instructors and students regarding the degree to which mastery of English is fundamental to the course of study.

Students who test at or above the minimum required for the program will be sent an I-20 enabling them to obtain an F-1 visa for travel to the United States. Students whose test scores are below 100 on the TOEFL iBT or 7.0 on IELTS will be notified prior to their arrival at UCLA that they will be required to register for and take an English placement examination. Results from the exam will indicate whether students are exempt from further English language study or if they will be required to enroll in one or two credit-bearing English language courses. If required, failure to enroll in their first term will result in a warning; failure to enroll in their second term will result in a loss of program candidacy and therefore a loss of visa status.

Students admitted to the United States on F-1 visas for one program are welcome to extend their stay by establishing candidacy in another program, either concurrently or in subsequent order, provided they have met the English proficiency requirements for the additional program. The

ISO will provide students with notice of this requirement and enforce this provision.

- **Federal Financial Aid Student Eligibility.** To maintain status for federal grants and loans, each quarter federal financial aid students must be enrolled in required or elective courses formally identified in the certificate program curriculum, and in a full-time course of study. Program units may not promote their certificate programs as qualifying for federal monies unless the program carries a minimum of 36 units, offers the requisite number of approved units in each quarter and has been formally approved by Extension's and UCLA's Financial Aid Offices. Federal requirements for financial aid students regarding academic policy supersede any and all Extension certificate guidelines.
- **Scholarship Student Eligibility.** To maintain status for scholarships awarded for certificate study, each quarter scholarship students must be enrolled in required or elective courses formally identified in the certificate program curriculum. Program units may not promote a certificate program as qualifying for a given scholarship unless the program has been formally identified by Extension as meeting the fund's criteria.

Five-Year Reviews of Certificate Programs

- Each program will be periodically reviewed for its continuing relevance and vitality. CEs will employ the *Procedure for 5-Year Reviews* through which formal recommendations are made to the Dean about the disposition of each program. The provisions of this procedure are wholly incorporated into this policy.
- The Dean's Office will maintain a master calendar and schedule the review process. The *Next Review Date* will reflect the date the Dean's Office will initiate the process for each review. The CEs report and recommendations will be due 90 days thereafter.
- *Sequential Programs* organized for the completion of requirements for teaching credentials shall be reviewed employing the same procedure as that of *certificate programs*, in addition to any accreditation review required by the California Department of Education.

Student Services and Administrative Support of Certificate Programs

- **Enrollment Reports and Transcripts.** Rosters will identify former students, awardees, and current candidates in each certificate program. An audit report will be available to students and their counselors that displays progress toward completion and calculate GPA of coursework earned within the program.
- **Admissions, Registration and Candidacy.** Certificate programs, like courses, can be established with a *restricted* enrollment status requiring a *permission to enroll*. Restricting enrollment in effect establishes an admissions process. Criteria for admissions must be published and are subject to review at the time programs are proposed and at five year reviews. Admissions to certificate programs will be managed by CEs. Records of applicants, both those accepted and denied, will be retained a minimum of five years, then destroyed by the department, to ensure the preservation of evidence should there be challenges of inappropriate or illegal forms of discrimination in admissions.

Registration and the establishment of candidacy in certificate programs is accomplished by payment of a candidacy fee. Candidacy is established for the duration of quarters considered by the CE to represent the time it normally takes to complete the program. “Normal completion” will be calculated by CEs to represent a half-time commitment of study based on enrollment in three out of four quarters per year, or 18 units per year. The candidacy fee (“CF”) will be fixed to reasonably recover the administrative costs of the program incurred during the period of normal progress (i.e. costs other than instruction).

Students are held accountable for the curriculum rules and scholarship standards in effect at the time candidacy is first established. The registrar will provide a 60-day notice to students whose candidacy will then lapse. Students may extend their candidacy in increments of one year by paying a renewal fee and thereby continue to be immune to curricular changes made after their candidacy was established. Students who allow their candidacy to lapse forfeit this immunity.

Once lapsed, candidacy in the same program is re-established by paying the full candidacy fee and accepting the curricular rules then in force. Students’ candidacies need not be active on the date of award.

- **Student Website.** Extension shall provide a secure web-based information service that will allow certificate candidates and students in sequential programs to view their progress and to plan their enrollments in upcoming quarters.
- **Issuance of Certificates.** Students are welcome to request an audit of their progress and verification of their completion at any time. Program department personnel will verify completion and request the posting of the award and the production of the certificate by the registrar's office. The registrar's office will conduct a final audit of the student's completion. The act of award is a matter of record, and therefore will appear on students' transcripts with a posting date corresponding to the final meeting date of the last class taken in the curriculum.
- **Academic Honors.** Students who complete their curriculum with an earned GPA of 3.5 or higher shall be entitled to have both certificate and academic record annotated as *Earned with Distinction*. The registrar will calculate and post such notations.
- **Records privileges.** The registrar's office will issue replacement certificates for a fee. Graduates of UCLA Extension certificate programs are granted a lifetime privilege of free transcripts.

Program Suspension and Closure

The Associate Dean of Academic Affairs, at the request of the Program Director/CE and the concurrence of the program department director, can direct the Registrar to suspend new enrollment/ new candidacies into a certificate program for up to one year while significant changes of curriculum are being evaluated and prepared for proposal.

The authority to close a program rests with the Dean. The decision will be based on a review and recommendation by the Program Director, with the endorsement of the Program Department Director, arising from a five- year review or an out-of- sequence review that is equally comprehensive. The decision to close a program drives an immediate suspension of the enrollment of new candidates.

Candidates already enrolled in certificate programs that have closed will be given ample time to complete the courses necessary for the award at the normal pace of 18-units per year. Departments will continue to plan and offer courses that

facilitate this completion strategy. However, student-candidates will not be allowed to *renew* candidacies in programs that have closed.

To assist the completion by candidates in the so-called *pipeline*, program department personnel will provide special notification to this population of upcoming courses, and plan courses in the closed curriculum through to these students' projected dates of completion.

How do I know an approval is needed?

Certificate Program Approval Compliance

Only those certificate programs which have been properly approved, and are currently active, are presented on UCLA Extension's website. The Registrar's Office assigns a Candidacy Fee section number ("CF") only to those programs that have been formally approved, and with the Deans Office maintains records of the approval and the curriculum: if it has a "CF" number assigned, the program is or was *approved*. The Deans Office on the recommendation of the Program Directors also determines which certificate programs are *active* at any time. Not all *approved* programs are necessarily *active*. The Registrar's Office will *close* and delist from the web any program no longer available for candidacy-enrollment, in consultation with the dean's office and the program directors. Therefore, if you can see the program, it is both approved and available for enrollment.

Course and Instructor Approval Compliance

- Courses once approved remain approved in perpetuity.
- Instructors approved to teach courses numbered 300-499 are approved to do so in perpetuity.
- Approvals for instructors to teach courses numbered 1-199 are subject to expiration and may require renewal.

Due to these three basic business rules, program reps have a device to remind them of all planned courses that are new, all instructors newly proposed to teach an existing course, and any instructor approvals that have expired and which will require renewal for an upcoming quarter. The report for accomplishing this is available online and is titled the *Course Management/Enrollment Report*, sometimes called the *CRS150*. It shows the status of instructor and course approvals for all class sections and for any quarter. For approvals status it reflects the data-entry and recording of staff in the *Program Services* unit of the Registrar's Office. It is available from UCLA Extension's *online reports menu*.

The initial screen displays as follows:

Course Management/Enrollment Report

Help is available by clicking any 

Select Department+

Select Year / Quarter+ 2009

Sort Order+

[Scheduling and Room Capacity Report](#)

Show the following courses

Class Type+	Format Type+	Location+	Course Level+
-All- Concurrent by Dept. Agreement Reg UNEX Course Concurrent by Student Petition Contract Instruction Contract Academic Services OLn	-All- Distance Learning Independent Study & Internships Intensive/Distance Limited Meeting One Day Regular Class Program Regular/Distance Short Course/Intensive	-All- UCLA UCW W1010 WTC WVC SMDC SMART UNEX	-All- Low Div Ugrad CR[X, XL, XLC(1-99)] Up Div Ugrad CR[X, XL, XLC(100-199)] Grad Degree/CR(200-299/500-599) Prof Level/Educ(300-399) Prof Level/Not Educ(400-499) NC/Non-CEU/No Grade(700-799) CEU(800-899) NC/Non-CEU/Let Grade(900-999)

Hold down CTRL to select multiple Class Types, Program Types, or Locations .

Begin Date On or After+ ☒ Show ONLY courses with approvals pending +

Begin Date On or Before+ ☐ Show courses that do not match these criteria +


 Font size for report

[About this Report](#)

To display only those sections that have approval issues, the user can check the box *Show ONLY courses with approvals pending*. If this is done, and all departments are selected, the following results might display as follows:

CRS 150 Subtotals								
ALL								
	Sub Total	Total Offered	Opn/Closed	Canc/ Disc	Net Enrl	Refunds	Trns Tech	Income
1	219922/CL - SHAHMIRIAN/COMPUTER LAB	1	1	0	5	0	0	4,135
1	220311/DS - DANIELS/INTERIOR DESIGN	1	1	0	18	3	0	7,850
1	220316/MU - COHEN-OLIVAR/MUSIC	1	1	0	0	0	0	0
1	220325/BM - ANDERSON/BUS & MGMT	1	1	0	6	0	0	1,890
1	220326/BM - BURNES/BUS & MGMT	1	1	0	35	1	0	14,769
8	220332/IP - EDWARDS/INTERN PROGRAM	8	8	0	80	0	0	16,142
1	220332/TE - EDWARDS/TESOL	1	1	0	3	0	0	537
6	220371/EM - DEVEL & OTHER/EMPOWERED	6	6	0	1	0	0	0
Grand Total		Total Offered	Opn/Closed	Canc/ Disc	Net Enrl	Refunds	Trns Tech	Income
ALL		20	20	0	148	4	0	45,322

Report Criteria

Report was Generated on: Mon, January 07, 2013 02:02:26 PM

Year: 2013

Quarter: Winter

Financial Types: ALL

Program Formats: ALL

Location: ALL

Course Level: ALL

Sort: **Ascending [A-Z]**

Show Courses with approvals pending: Yes

[About this Report](#)

For each line item account, a small superscripted red number appears at the far left. This is the number of approvals still needed to achieve full compliance. (This report was sought the week of the start of the Winter 2013 term.) Further detail is available by drilling further.

With the following portfolio, we find the following detailed screen:

CRS 150 Cost Center Detail																							
EDUC: EDWARDS/INTERN PROGRAM																							
220332 - IP																							
Regular Extension																							
Course	Course Title	Reg. Date	Appr. Date	Reg	Stat	Net Enrl	Lim	Ref	Trns	Fee	Income	Early	Early %	Equiv Enrl	Location	Inst	Appr	Notes	Tech				
EDUC X 424.208	Elementary Content and Literacy	01/14/13		Y9006	OPEN	2	0	0	0	300	0	0	0.0	0.0	Other	Ingelman	N		30.00				
EDUC X 424.218	Secondary Content and Literacy	01/14/13		Y9083	OPEN	2	0	0	0	300	0	0	0.0	0.0	Other	Fontana	N		30.00				
EDUC X 424.219	Secondary Content and Literacy	01/14/13		Y9108	OPEN	1	0	0	0	300	0	0	0.0	0.0	Other	Harvey	N		30.00				
EDUC X 424.219	Secondary Content and Literacy	01/14/13		Y9110	OPEN	3	0	0	0	300	0	0	0.0	0.0	Other	Webster	N		30.00				
EDUC X 426.148	Teaching as a Career (Online)	01/14/13		Y9320	OPEN	12	0	0	0	1,000	0	0	0.0	0.0	Other	Edwards	N		5.00				
EDUC X 428.56	Assessment for General Education	01/14/13	03/31/11	Y8664	OPEN	13	30	0	0	525	0	0	0.0	0.0	Other	Nicholson	N		130.00				
EDUC X 437.77	Advanced Foundations and M	01/21/13	05/03/11	Y9129	OPEN	17	30	0	0	633	5,064	0	0.0	8.1	Other	Fuller	N		170.00				
EDUC X 437.77	Advanced Foundations and M	01/21/13	05/03/11	Y9130	CLSD	30	30	0	0	633	11,078	0	0.0	17.8	Other	Fuller	N		300.00				
Sub Total		Total Offered		Opn/Closed		Canc/Disc		Net Enrl		Refunds		Trns		Income		Early		Early%		Avg Class Size		Tech	
		8		8		0		80		0		0		16,142		0		0.0		9.7		680.00	
Independent Study & Internships are excluded from Average Class Size Calculation.																							
Report Criteria																							
Report was Generated on: Mon, January 07, 2013 02:14:43 PM																							
Year: 2013																							
Quarter: Winter																							
Financial Types: ALL																							
Program Formats: ALL																							
Location: ALL																							
Course Level: ALL																							
Sort: Ascending [A-Z]																							
Show Courses with approvals pending: Yes																							
About this Report																							

Note the introduction of color. The *CRS150* uses color to draw attention to alarm conditions. This level of the report also introduces another level of detail. In the *Begin Date* column, small red *Is* (eyes) and *Cs* (cees) can be discerned, indicating if the section lacks just the approval of the instructor (I), or the approval of the course (C) which means the instructor will be unapproved as well. (An unapproved course is an indication of a new offering. It is impossible for a section to have an approved instructor without the course approval having been secured as well.)

- A course that lacks approval will always show red on this report. Compliance is automatically achieved prior to publication date, however, since the system will remove from print galleys any listing of an unapproved class section, and they will not display on the web.
- An instructor that lacks approval will cycle through colors to draw increasing attention to the problem. (For compliance, a class may not meet with an unapproved instructor.) When first planned, a class with an unapproved instructor displays with a white background. (If approved, the background is lavender.) Three weeks prior to the start date of the class, the color changes to yellow. One week prior to the start date of the class, the warning goes orange. On the date of the first class meeting, the warning goes red.

In addition to the *CRS150* warning strategy for those who look ahead, the system puts out email alerts for missing instructor approvals. Fourteen calendar days before the

scheduled start of any class section, an email automatically is triggered to the program rep, with a copy to Student Services, that reads:

Dear [Program Rep]:

The following class section which bears academic credit is scheduled to begin [mm/dd/yyyy], fourteen calendar days from the date of this email. Currently, the Program Services unit of Student Services which monitors academic approvals has no documentation of approval for the primary instructor. To comply with UCLA Extension policy (cf. policy AA122, The Approval of UCLA Extension Instructors) and UC Senate Academic Regulations, the class may not meet without an approved instructor.

Course ID: nnnnnn

Discipline/Course number: [discipline] | [coursenumber]

Title: *Title Title Title*

Assigned Primary Instructor: [name]

Current Enrollment: 0

Begin date: mm/dd/yyyy

To remedy this, between now and the scheduled start date of the class, please implement one of the following actions:

- 1) Correct any error of omission in Student Services by producing a copy of documentation of instructor approval already obtained
- 2) Secure the academic approval of your instructor from the approving department at UCLA
- 3) Assign another instructor who already has approval to teach the class.
- 4) Defer the start date of the class to a later date. (Contact any enrolled students.)
- 5) Cancel the class. (Contact any enrolled students to arrange transfers or refunds.)
- 6) Change the course level of the course to a non-credit bearing series. (700, 800 or 900.) (Contact any enrolled students to arrange transfers or refunds.)

There will be no further warning messages regarding this problem up to the start date of the class. The course is not permitted to meet without taking remedial action.

A subsequent email directed to the CE with a copy to the Deans office is sent in case any course meets without full approvals in hand:

To: CE

cc: Program Rep, Deans Office, Program Services

Text:

Dear [CE]:

The following course appears to have met without the academic approval for the instructor having been obtained, in apparent violation of University and UCLA Extension policy:

Course ID: [project ID]

Discipline/Course number: [Disc | CourseNum]

Title: [Title]

Assigned Primary Instructor: [Instructor]

Current Enrollment: [Net enrollment]

Begin Date:

An approved instructor must be substituted immediately or the course must be discontinued, students dropped or transferred and fees refunded. CEs must inform the Dean's and Program Services what action has to be taken to bring the course into compliance within 24 hours of receiving this email.

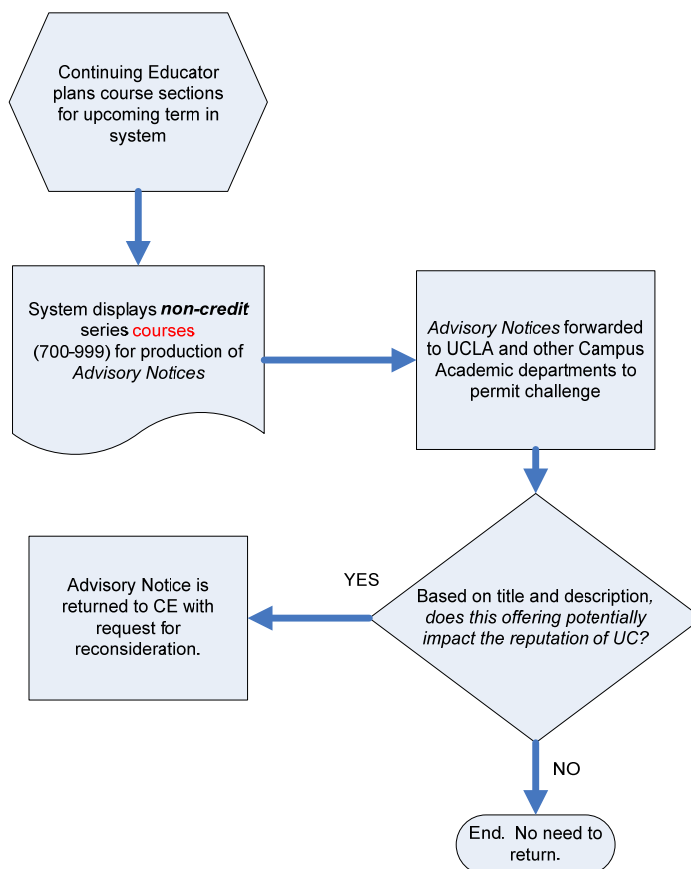
Process Flow Diagrams

The following diagrams display the process of decision-making and paper flow for various levels of instruction. We review these diagrams in training sessions.

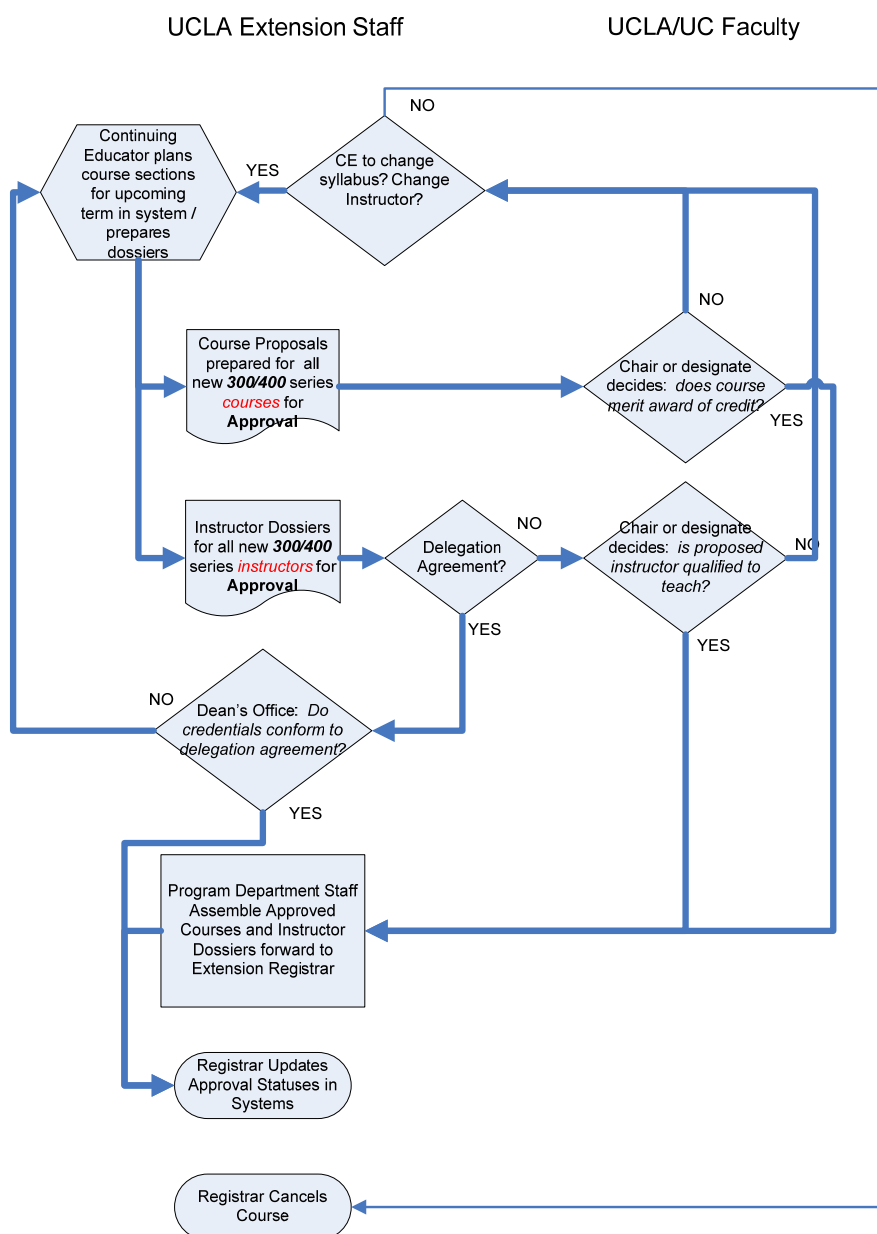
Non Credit

UCLA Extension Staff

UCLA/UC Faculty

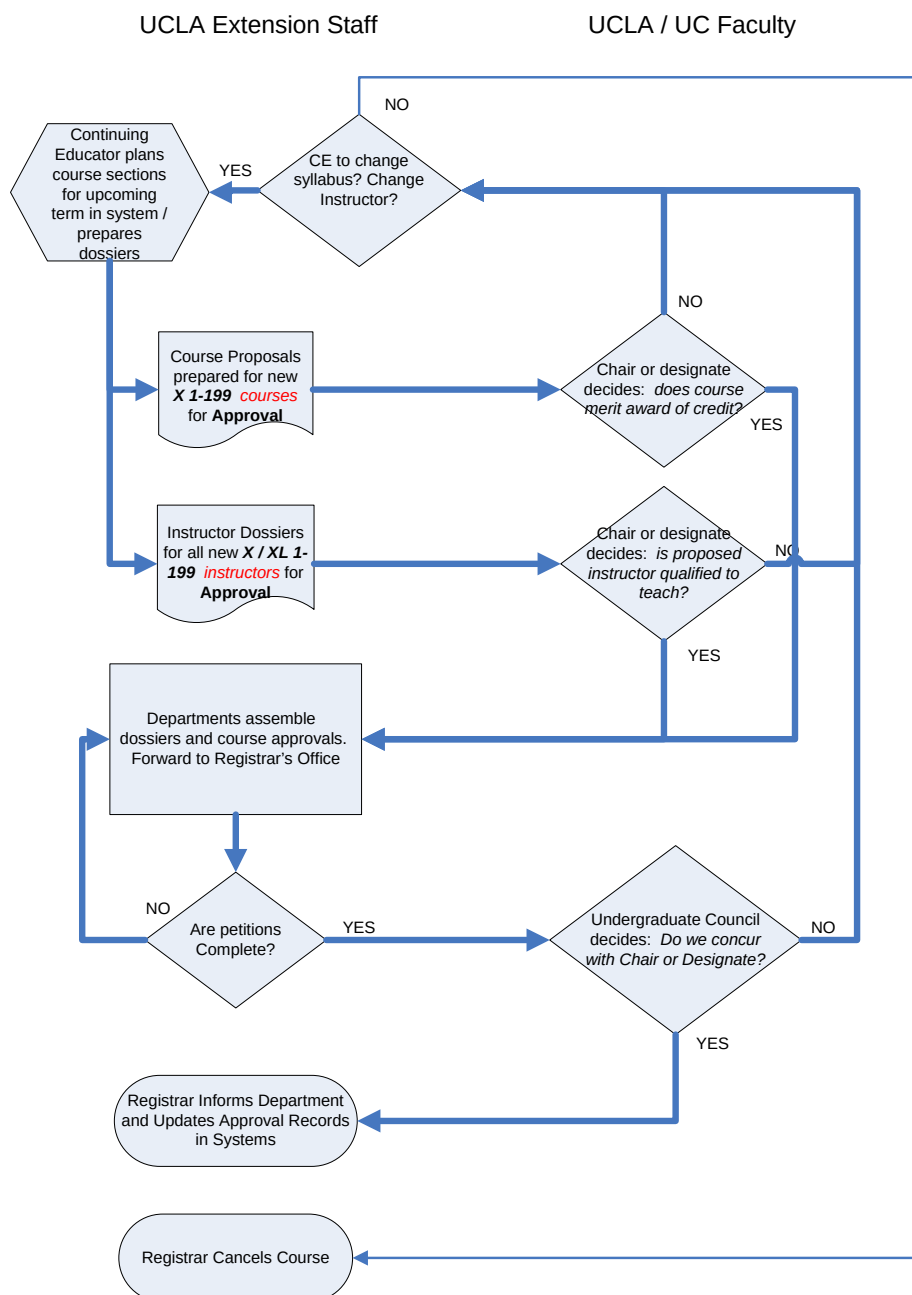


Professional Level Credit



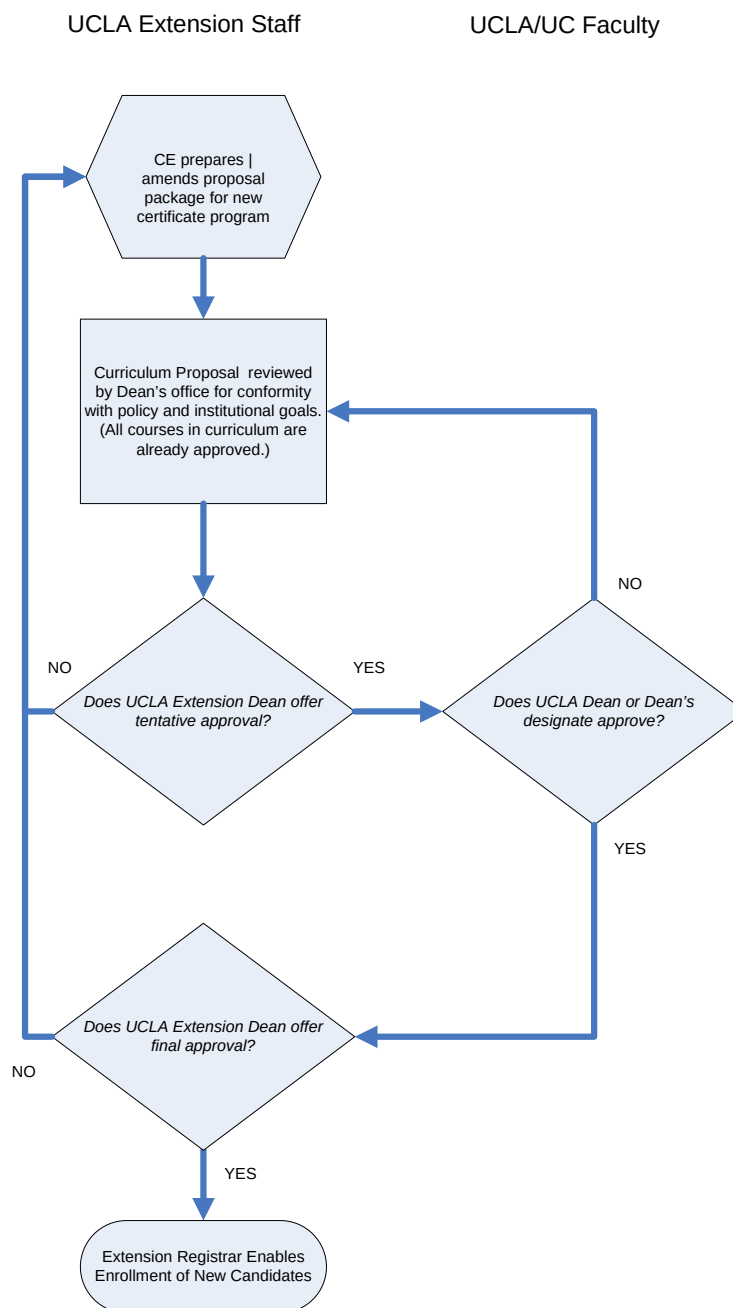
Undergraduate Degree Credit

Recall that XL courses *are* UCLA courses and require no independent approval. X versions of UCLA courses *do* require review and approval, and specific endorsement by the Dean of the School or College offering similar curricular offerings.



Certificate Approvals

The procedure for requesting approval of a new certificate program is detailed and appears to be daunting. In practice, if the procedure is followed the probability of a rapid and successful review is quite high.



Late? Approved Remedial Actions When Things Don't Go as Planned

There are a number of milestone and timing expectations presented in this document. We summarize them here in the form of a simple checklist. (Recall that reclassification of any course automatically entitles students enrolled in such courses to full notice and to full refunds since we have changed the terms and conditions of enrollment. For this reason, changing the credit classification of a course is rarely done.)

- If ***not for credit and never before presented***, has the description for this program been presented to the appropriate academic department as a courtesy?

Sending an advisory notice is easy, and is expected only for new non-credit *classes* – not for new *instructors* of non-credit sections. You are technically late if you forgot to have advisory notices sent before the catalog galleys were presented to you in *blue line*. There are no remedial actions in this case.

- If for ***undergraduate level credit***, and the proposal is for the **course (presumably “X”)**, you are ***too late*** for the upcoming quarter if material has not been submitted to the Undergraduate Council four weeks before the beginning of the quarter.

Remedies:

- you may reclassify such a course to the 300/400 level, provided the course is resubmitted to the department and approval obtained prior to the first class meeting.
 - You may reclassify the course to a non-credit offering. (800-level.)
 - You may defer the offering to a future quarter.
- If for ***undergraduate level credit***, and the proposal is for the **instructor**, you are ***too late*** for the upcoming quarter if material has not been submitted to the Undergraduate Council four weeks before the beginning of the quarter.

Remedies:

- you may reclassify the course to the 300/400 level, provided the course is resubmitted to the department and approval obtained prior to the first class meeting.
 - You may reclassify the course to a non-credit offering. (800-level.)
 - You may defer the offering to a future quarter.
- If for ***undergraduate level credit***, and the proposal is for a **substitute instructor**, you are ***welcome to submit an emergency approval request*** to the Undergraduate Council at any time explaining the nature of the emergency. (Illness/Injury or death of the planned and approved instructor presents a typical cause for emergency approval. “Because I was busy” is not acceptable.)

Remedies:

- *Emergency Approval* as described above.
- If for ***professional level credit***, and either the course or the instructor are not approved prior to the first class meeting:

Remedies:

- You may reschedule the start date of the class to later in the quarter if approval is expected.
- You may reclassify the course as a non-credit offering. (800-level).
- You may defer the offering to a future quarter.

Tips

- Discipline by discipline, delegation letters for professional level credit can deliver a significant dividend with respect to time saved and work-load lightened.
- When hiring a new instructor to teach, consider obtaining approvals for *all* courses for which the instructor might be qualified to teach in addition to the upcoming assignment. Attach all of the proposed descriptions for each of the courses where approval is sought.
- When presenting 400-level instruction with “co-instructors,” getting them both approved may save a step down the road (but it is not necessary).
- *Advisory Notices* are expected only for new non-credit *courses*. No one is expected to send an advisory notice for a new non-credit *instructor*.
- If you have courses in your portfolio numbered 1-199, work on these first since there are more steps to complete. And remember, the *Undergraduate Council* needs a full month in advance of the start of a quarter to complete its review.
- UCLA faculty do not have to be approved to teach their own classes.
- Do not be tempted to change unit valuation just because a particular instructor will be teaching one fewer (or one more) lecture than the last. Unit valuation is a characteristic of the *course*, not the contact hours of a particular class, and students can meet the full unit value and experience the full learning outcome with a shift in reading and other homework assignments. “8.33 hours per unit” is a default value employed by our planning system, but there is more to the formula.
- Letters of Recommendation can be hard to come by. Keep copies!
- Both *Program Services* and the *Senate Executive Office* keep logs of inbound and returned approval requests for courses numbered 1-199. If you want proof of delivery of an approval package to *Program Services*, we recommend you time stamp and keep a copy when delivering your package.

Appendix

Procedure for Proposing New Certificate Programs

Intent

This procedure supplements Extension's *Policy on Certificate Programs* by describing the process for preparing and submitting a proposal for a new program. Use this procedure as a checklist to guide your development efforts.

Extension Certificate Program proposals are prepared and presented in two parts, as separate documents:

1. *The Academic Plan* describes the academic components of the program. The academic plan is subject to review and approval of the Dean, and is subject to an external approving authority per [Academic Senate Regulation 811](#).
2. *The Business Plan* includes proprietary financial analysis, your marketing plan and certain non-academic program details. The business plan is subject to review and approval of the Dean. It is not forwarded beyond the Dean's Office for further consideration.

Extension Certificate Programs are reviewed and approved in a three step process:

1. Proposals are prepared by Extension's Continuing Educators (CEs). The CE is encouraged to consult with Extension's Director of Budget and Financial Services for budgetary suggestions; with Extension's Chief Marketing Officer for market research and the identification of a deployment strategy; and with the Director of Student Services for the eligibility of international students (bearing F-1 visa) and financial aid. For perspective on program fit and proposal format, CEs are encouraged to solicit the input and feedback from other CEs. The Dean's Office also maintains a library of certificate program proposals the CE is welcome to review. When the proposal is complete, the CE will submit it in draft form to his or her Program Department Director.
2. The Program Department Director will review for content, structure and financial viability, and either return the draft for further development or endorse the proposal and forward it to the Dean.
3. The Dean, the Associate Dean of Academic Affairs and the Associate Dean of Administration will evaluate the proposal for content, structure, policy compliance and fulfillment of mission and values in the *academic plan*; and will evaluate the proposal for financial and market viability in the *business plan*. If approved by the Dean, the *academic plan* will be forwarded to the external reviewing authority per [Academic Senate Regulation 811](#).

Proposal Checklist

The Academic Plan

Your proposal will contain a narrative that addresses the following elements:

I. Program Rationale, Learning Objectives, and Mission and Values Fit

- ☐ **Title and Description.** Include a title and a description as you would expect it to appear on the website and in marketing materials. Who is it for, and what does this program provide?
- ☐ **Needs Assessment/Environmental Scan.** Describe the method(s) of assessment you used to determine the need for the program, what the results were, and changes in the environment (internal or external) that explains ideal timing for the introduction of this program. Provide statistical data from reputable sources such as the **Bureau of Labor Statistic's Occupational Outlook** and regional employment projections and data, information from commissioned market studies, or industry and trade sources showing empirical evidence of market demand for the skills and knowledge which will be taught in the program.
- ☐ **Audience and Mission.** Define the principal purpose and intent of the program from the perspective *of a prospective professional in the field*. Clearly define who will be interested in this program, and to what end. Is the outcome and objective of the program preparation for licensure in the State of California? Career advancement? Career transition? Preparation for graduate study? Preparation for professional competency exam? Personal enrichment? More than one of the above? Describe how the program advances Extension's mission *to provide knowledge and connections for people to achieve their personal and professional goals*.
- ☐ **Values.** Explain how the program helps to fulfill Extension's values statement describing our commitment to innovation: *we strive to be at the leading edge in program content, format, organizational management, and our response to evolving constituent needs?* Explain how the program and the profession it supports addresses emerging economic and/or societal needs.
- ☐ **As a Complement to Degree Programs.** If there are higher degree programs in the same field (MA/MS), describe how the certificate program will complement their emphasis on theory and research. Describe how this program will *not* compete with or detract from any similar degree programs of UCLA professional schools, but instead complement and advance the overall teaching mission of the University.

- **National and International Markets.** Comment on use of distance learning format within the curriculum. Do you plan a structure that will allow a student to complete the program entirely online? Do you plan a structure that will allow an international student on F-1 visa to make progress in a minimum of 12-units/quarter *on the ground*? Does your vision of the national and international market potential reconcile to your *audience* and *mission* narrative?
- **Classification.** With Dean's Office assistance, research and with a brief statement classify this program within the US Department of Education's *Classification of Instructional Program* schema. If the emphasis of the program is professional or career development, provide and cross-reference it to appropriate entries in US Department of Labor's *Standard Occupational Classification* schema.
- **Admissions.** If the proposed program is *restricted* and therefore requires an admission process:
 - Explain why this program cannot be *open enrollment*.
 - Describe the criteria defining the minimum threshold for qualified candidates (e.g. "BA/BS");
 - Describe the admissions process itself. How will admissions be decided if demand exceeds supply of seats and otherwise qualified students must be turned away. How will you treat appeals?
- **Academic Counseling.** Describe how students will receive academic counseling for the duration of candidacy. Explain any other benefits provided to your program candidates, such as referrals for extracurricular or curricular internships.
- **Academic Facilities.** Describe any special facilities academically required for this program such as labs, libraries or dedicated classroom space.

II. Development

- **Advisory Board.** Identify the members of the Advisory Board. If available, have advisory board members submit their own bibliographic information for inclusion in the proposal. *The advisory board is critical, and required. Once approved and launched, change management for the program shifts to the CE working with the advisory board, instructors and the program department director. There is an expectation that, to the extent possible, each advisory board will have a member of the UCLA faculty in service.*
- **Other Faculty Participation.** If there is activity beyond participation in the advisory board by UCLA faculty, or participation by other UC faculty in the program design, describe the involvement and contributions. List faculty

participant(s) in the program design by name, campus, school or college, and department/institute.

- ☐ **Industry Participation.** Describe participation, involvement or guidance provided by industry, governmental agencies, associations, or community groups not otherwise represented on the Advisory Board.
- ☐ **Accrediting Agencies.** Describe any national accrediting agencies that exist for programs in this field, whether they accredit certificate programs, and if so whether you intend to seek accreditation.

III. The Curriculum

- ☐ **Units.** Specify the total *quarter-term-units* minimally required for the award.
- ☐ **Scholarship Standard.** Indicate the proposed scholarship standard by which student success will be measured:
 - ☐ If by GPA, the average required for the award.
 - ☐ If by threshold grade for each course, the minimum grade to be achieved in each.
- ☐ **Structure.** Include a table that displays the academic structure you anticipate at launch. See attached template. Rows in the table display courses. Columns display the course's academic *discipline*, assigned *course number* (e.g. *X 400*; if known), *course title*, *shelf life* (yrs), whether the course has already been *approved* (y/n), and the *relationship* of the course to the curriculum:
 - ☐ **Pre-requisite.** A pre-requisite is a course that must be taken or waived to be *admitted* to a certificate program. Such "washout" courses are rare.
 - ☐ **Required.** A course that must be completed as a condition of the award.
 - ☐ **Defined Elective.** Where one or more courses that must be taken from a defined group; as in "Must complete three from the following list of eight courses in *Curriculum Development*"
 - ☐ **Enumerated Elective.** Any courses that will be specifically listed as open elective opportunities, allowing students flexibility to fulfill the unit requirement.
 - ☐ **Elective Rules.** Below the table, add a footnote to describe any *elective rules*, such as *plus eight units of Management* [by discipline]; or *plus eight units of Global Sustainability: Energy* [by market block].
- ☐ **Structure Commentary.** If appropriate, provide narrative detail about the curriculum structure, such as the order in which courses must be taken (if any), and the existence of any capstone course. If curricular internships are available, they must be elective and preferably numbered in the 800/CEU series. If internships are presented as 400-level credit-bearing

courses, provide a rationale and describe your strategy for obtaining instructor approval.

- **Shelf Life.** Provide a broad statement about shelf life for the courses in the program. *Shelf life* defines the timeframe within which a student will have to satisfy a course requirement prior to award. It is used to ensure that the certificate has immediate relevance at the time of award. For example, a student who established candidacy in the *Applications Management* certificate in 2010, who took the elective Mgmt X 418.24 *Information Technology II* in 1990, would have to re-take this course if it is to count toward the award since it has a shelf life of five years. The shelf life was defined at five years because the CE believed that this course would be stale due to the rapid rate of change in the field. In some fields, shelf life can be much longer. Statements about shelf-life should generally address the rate of change in the knowledge base underlying the curriculum, and not focus on the detail of any course.

- **Ancillary Academic Approvals.** If there are never-before-offered, never-before-approved courses proposed in the curriculum, provide a statement drawing attention to this fact, making it clear that you are seeking approval for both the curriculum and for the new courses constituent to the curriculum, or that you will submit the new courses for approval after the certificate has been approved. In either case, the documents submitted for the new courses will meet the requirements of policy for the approval of courses [AA123](#).

- **Depth of Offering.** Include a table that displays how the required, defined-elective, and enumerated elective courses will be offered and arrayed over an academic year by the third year of operation, and whether the instances are planned for *online* or *traditional format*. (If you plan to seek approval for F-1 student participation, the table will demonstrate a student's ability to make full-time progress in each quarter of enrollment through to completion, all in the traditional format. If students cannot enter the program in all four quarters, explain the limitation.) *See attached template*.

- **Specializations.** If this proposal anticipates multiple versions of the core program to be distinguished with *specializations* warranting a differentiation in title, provide a rationale for the specializations and identify the courses that must be completed to earn the specialization. Complete a separate *depth of offering* table for each specialization you propose.

- **Syllabi.** Attach a sample syllabus for each of the *required* courses, *defined electives*, and *enumerated electives* in the program. List the topics to be covered in each course meeting, a statement regarding the techniques to be used in the evaluation of student work, (e.g. exams, papers, presentations); notations regarding program meeting format,

contact hours, and the number of hours outside of class to which students will typically be expected to commit. List textbooks to be used, and identify the unit value or proposed unit value of each course. For new courses, indicate that this is the case on the first page of its syllabus. (As noted above, make clear whether the courses are being submitted for approval *now* with this package, or if you will be submitting them for *later* approval.)

The Business Plan

The business plan will contain a narrative that will briefly address the following elements. Prepare it as a separate document.

I. Marketing Plan

- ☐ **Deployment.** What is your expected quarter of launch?
- ☐ **Promotion.** Once approved, your program will automatically list on the institutional website. If you have planned more, provide a summary of your marketing and promotion plan. If you have planned a campaign with Marketing, attach it or briefly describe it here. **Note:** *courses and certificate programs that have not been approved cannot be publicly promoted.*
- ☐ **Competition.** Explain how you will market the program to differentiate your program from competitors. Identify and briefly describe similar programs you believe represent direct competition because you will likely attract from the same potential audience. If the competition has a presence on the web, provide links. Explain how your program will successfully compete for the same audience, or if you plan to target a specific niche.
- ☐ **New Courses.** If there are new, never-before-offered courses in the curriculum, describe whether you intend to offer those courses first to ensure their marketability and stability, then deploy the certificate program; or if you plan to deploy the courses and program together. (The latter, somewhat riskier strategy is appropriate in cases where courses are not likely to succeed as a standalone, but will likely succeed if offered in the context of an approved curriculum.)

II. Financial Plan

- ☐ **Accounting.** Identify the *account/ cost center* to which candidacy and renewal fees and direct revenue and expenses related to class fees/tuition will be allocated. (If your curriculum is interdisciplinary or includes electives or elective rules outside the account/cc of the candidacy fee, include revenue and expense detail for each impacted account/cc.)
- ☐ **Pricing.**
 - ☐ What are the proposed candidacy fees; application fees (for admission processing); and candidacy-renewal fees for this program?

- ☐ Provide an estimate of textbook costs and other ancillary costs a student will likely spend.
- ☐ Provide an estimate of total tuition fees and materials a candidate who minimally fulfills the requirements for the award would expend.
- ☐ **Candidacy Expectation.** How many students do you expect will be candidates in the third year of operation of this program?
- ☐ **Enrollment – Existing Classes.** For those courses that are already fielded and which are *required, defined electives* or *enumerated electives*, using the *Annual Abstract* for the most recent year as your source *provide a table* which shows the frequency with which the course was offered and carried, the frequency of cancellation/discontinuation, the average enrollment per section and the total enrollment. *See attached template.*
- ☐ **Enrollment – New Courses.** Include in the above table a section listing *new courses* proposed for this program. Employing the same values for frequency of offering declared in the *Depth of Offerings* table(s), estimate new costs for instructor salaries and other course expenses, and new revenue and estimated enrollment attributable to the new courses. *Note, if a new course is a requirement in the curriculum, you will be obliged to carry the course at a loss to serve your certificate candidates should there be low enrollment.*
- ☐ **New Direct Costs.** Identify any new start-up costs attributable to staffing, administrative space, specialty space, and equipment to service this program.
- ☐ **Accreditation Fees.** Identify costs related to accreditation if you intend to seek accreditation.
- ☐ **Budget.** Attach a budget for the first, second and third year of operation, identifying expenses and revenues attributable to this program. Show the net contribution to margin that is expected for each year. Include enrollment forecasts for each of the three years. (For a half-time pace of enrollment for a working adult, assume progress at 18 units per year.)
- ☐ **Financial Aid.** Indicate if it is your intent to request support for financial aid for this program.
- ☐ **International Students.** Indicate if it is your intent to request eligibility for nonimmigrant aliens to enter the United States on F-1 student visas to attend this program.
- ☐ **Counselor.** Identify your advisor.

Submission

- ☐ Submit the *Academic Plan* and *Business Plan* documents electronically to the Dean. Provide copies of both to the *Associate Dean of Administration* and to the *Associate Dean of Academic Affairs*.
- ☐ In your cover email, provide the name, title and email address of the campus authority you believe most appropriate for the certificate approval per senate regulations. (It will most likely be the dean of the school or dean of the division of the College where the majority of the constituent courses have been approved.) Normal protocol will see the *Academic Plan* submitted by the Dean's Office. Please indicate if you wish an extraordinary

submittal directly by the author/CE or the Program Department Director, either to facilitate an opportunity for the approver to question the author, or to promote and stimulate the professional relationship.

Procedure for Certificate Program Five-Year Reviews

Intent

This procedure supplements Extension's *Policy on Certificate Programs* by describing the process for completing five-year reviews. The reviews measure programs' continuing academic relevance and vitality and provide foundation for recommendations. CEs and Program Department Directors may request a review to be conducted *out of sequence* if annual reports or other feedback indicates an extraordinary trend meriting analysis in a more immediate timeframe. So that there is no redundant effort, certificate programs that are subject to accreditation reviews by outside agencies will have their five-year reviews scheduled to occur at the same time. *To ensure the continuing relevance of the review process itself, this procedure will be subject to update every five years.*

Programs that are related vertically by content-driven *specializations* will be reviewed together. (For example, a program presented as an *advanced* version of another has a vertical relationship to its more elementary sequence.) Programs that are related horizontally by content-driven variations will be reviewed together. (For example, the five certificate programs drawn from the *Real Estate* subject area will be reviewed together.) Programs offered by third parties such as *Empowered* will be reviewed together with its Extension counterpart.

Reviews are conducted with a three- step process:

1. ***Data Collection and Request for Review.*** The Dean's Office will assemble and forward a package of reports for each certificate program to be reviewed. At least 90 days prior to the due date of the narrative and recommendations, the reports package(s) will be sent electronically to the CE, with a copy to the *Program Department Director*.
2. ***Analysis, Narrative and Recommendation.*** The CE will employ input from constituencies such as program advisory boards, instructors, course authors, departmental advisors/counselors, program representatives, students and the departmental financial analyst. For perspective on program reaffirmation and revitalization efforts, CEs are encouraged to solicit the input and feedback from two or more academic peers. CEs will review the reports package(s) and other sources, then write a single narrative of findings and recommendations for the program and any related programs under review. The narrative will be presented in draft form to the Program Department Director. Recommendations can be for substantive

change, for continuation with no changes, or for one or more program closures. After endorsement by the Program Department Director, the reports, narrative and recommendations will be forwarded by the CE to the Dean, with copies to the *Associate Dean of Academic Affairs* and the *Associate Dean of Administration*.

3. **Acceptance.** The Dean will review the submittal, and either will accept the recommendations or request further review.

Review Checklist

I. Analysis / Reports Package

The narrative will draw in part from a review of the reports. The package for each program will include:

- **Program Configuration Report.** This report is produced from the Program Curriculum System (PCS) and displays values that drive the program display on the web and express the curriculum rules that define minimum requirements for students' completion. If values are found that are not correct, the CE may request updates prior to preparing the narrative. Appended to the reports package is a copy of [*Guidelines for Reviewing and Updating Program Configurations*](#).
 - A. **Program Description.** Request any edits to the description to ensure it continues to accurately describe for whom this program is intended, and that it continues to describe what it is designed to provide.
 - B. **Other Descriptors.** Verify that the *requirements statement* and any *admission requirements* are up to date.
 - C. **CIP.** The Dean's Office will have validated the US Department of Education *Classification of Instructional Program* (CIP) code. (USDoED replaces its code table every decade, and offers new values each year. ISO is required to report F-1 students' program CIP as part of the visa application process.)
 - D. **Financials.** Is the one-time assessed *candidacy fee* set to fairly recover the portion of costs for counseling services the program provides over the duration of a typical student's candidacy?
 - ☐ **Candidacy Duration.** Is the standard duration set at the number of quarters for normal progress for a working adult, which is to say 18 units per year? (This is based on an average of 6-units per quarter over 3 of the 4 quarter terms.)
 - ☐ **Cost Estimates.** Are these values still correct?
- E. **Program/Student Service Detail.**
 - ☐ **F-1.** If this program is eligible for F-1 students, are English proficiency requirements about right? (Are internationals functional in the classroom and with the material? Check with instructors, advisors, staff; consult with the academic leadership of our *American Language Center*, and adjust requirements if desired.)
 - ☐ **F-1 Quarter Starts.** If all four quarters are not checked, verify that those that are checked are still valid. (The ISO will enable admission to the US only students who intend to begin their study in the terms that are checked.)

F. Curriculum Rules

- ☐ **Overall GPA.** If students' progress is measured using the overall GPA method, verify that the value in *Overall GPA* is properly set (typically 3.0). If the students' progress is measured using the minimum- grade- in- each- class method, verify that *Overall GPA* = 0.00.
- ☐ **Required Units.** Verify this value is at the minimum threshold for completion, a *required* field.
- ☐ **Required Courses/Required Hours.** If the certificate diploma is to display the verbiage *a 120- unit program* these values will be set to 0. (If either of these values is greater than 0, the verbiage on the certificate document will read, for example, *a Nine- Course Program* or *a 120- Hour Program*.)

G. Dynamic Display of Curriculum

- ☐ **Shelf- Life.** Verify the shelf lives. If set to 0/zero, the course will count toward the award if satisfied any time (even many decades) prior to award. If the value is greater than zero, the value will define the proximity (in quarter-terms) to award date the student will have to have satisfied the requirement. *Fast moving* disciplines (e.g. technology fields) have values as low as the *candidacy duration* (typically five years / 20 quarter terms). Other disciplines can have either high values, or zero (infinite relevance).
- ☐ **Grade.** If the students' progress is measured using the minimum- grade- in- each- class method, verify that that there is an entry for each course in the Grade column. (Courses enumerated in the curriculum can be configured with variations in this value. For example, you might consider a *B* to be required for a capstone course.) The values should be blank if the students' progress is measured using the *Overall GPA* method.

H. **Static Display of Curriculum.** For those programs for which the dynamic display of curriculum is contraindicated (e.g. *Post Baccalaureate Program in Classics* is built entirely from non-UCLA Extension classes and therefore cannot display classes dynamically), review the static-text curriculum description. Request any updates or corrections.

- **Catalog Listing/Certificate Page** The printed version of the certificate program as it appears on the institutional website allows you to view the configuration as a prospective student will see it. Using this perspective, review for:

- ☐ **Depth of Offerings.** Review the list of *required* courses, entries in the *defined elective groups*, and any *enumerated electives*. Check the *typical availability*.
- ☐ **Elective Rules.** Check to see that the elective rules are correct. (E.g. "plus 8 units from the field of Management.")
- ☐ **Focus.** A too-long list of enumerated electives can suggest a lack of focus and direction to a prospective student. *Consider culling if you believe this to be the case.*

- **Certificate Report** This is a census report from the *Annual Abstract* that shows for the past three years counts of new and *active* continuing candidates in your program, total awards, the number of F-1 students (if any) and the number of Title IV/financial aid students (if any).
 - In addition to the raw data, look for discernible trends.
 - Modest numbers on this report are *not* standalone indicators of a problem. If a program has low candidacy enrollment/award but the curriculum is built on required courses that are independently healthy and are offered to satisfy other demands, *make a point of asserting this in the “performance analysis” section of the narrative.*
 - Note the *retention/growth* ratio. This is the ratio of the *new candidates* divided by the *total awards* for the year. (The larger the total population the more reliable the statistic.) A ratio of 1.0 indicates population equilibrium. A ratio > 1 indicates *either* that the program is growing overall perhaps in response to marketing efforts, or that there is a strong and predictable washout rate, (folk bailing out before award); or perhaps both factors working in concert. A ratio < 1.0 indicates that candidates are graduating faster than they are being replaced, which is likely worrisome.
- **Program Rosters.** Two candidate rosters will be included. The ***un-awarded*** version displays the current candidates, their start date in the program, the date their candidacy is set to expire and the start date of the last class attended. *Review for any insight you might gain* (e.g. count for false starts, or evidence of early quits). The ***abandoned*** candidacy roster for the past ten years will also be included. *Review for any insight you might gain* (e.g. look for points in the curriculum that might have triggered washout.) Note that the narrative requires no comment on this material, but you are welcome to volunteer insights.
- **Performance Analysis.** The principal measure of financial success for UCLA Extension focuses on the individual class section (leading to “go/no-go” decisions) and on classes- in- the- aggregate by *cost center* (reviewed annually in the budget process), not by *certificate program*. Even so, the very existence of a certificate program can perturb the bottom line. For example, the presence of candidates in a required class with low enrollment will understandably inhibit decisions to cancel or discontinue, thus contributing to loss. Contributing to gain, the many classes of a curriculum can pitch like tent poles to create a solid financial structure overall, even though certain constituent classes might not survive if expected to stand on their own. Advanced courses in lengthy sequences can have predictably low enrollment toward the end due to washout, which can be offset by higher than average enrollment in introductory courses.

Using data from the most recent *Annual Abstract*, two ***Enrollment Tables*** are provided, one to demonstrate how each class affects the *average class size* statistic for the certificate program itself, and the second to demonstrate how the program’s statistics perturb the *average class size* for the cost center. The tables display for each *required, defined elective, and enumerated elective* the frequency with which the course was offered and carried, the total enrollment and the *actual average class size* for each course. The column *Class Size Variance* displays the value, either positive or negative, that the

average class size for the class departs from either the average for the program, or from that of the cost center.

We ask you to look at these data, and comment on any adjustments you might make due to any over or under-programming of certain courses. You may also use these data to evaluate overall demand for the courses and program. Ask your financial analyst if she or he is able to segregate program costs and revenue within the cost center(s) for this program, and if actual analysis of contribution or deficit is available.

- **Course / Instructor Evaluations** To demonstrate the continuing strength of the teaching corps, the package will contain 5-year course/instructor evaluations for each of the *required, defined elective* and *enumerated electives* in the program.
- **[Future]** Survey results from a poll of recent certificate graduates to be included. Discussed, sought by consensus, but never defined would be the output of a *program/evaluation* system that prompts for input from students at midpoint, immediately after completion, and three or more years beyond completion.

II. Narrative

Using information from the reports, any supplementary data you wish to add, and information you have from various constituencies, prepare a narrative that briefly addresses the following areas of inquiry:

- ☐ **Audience and Mission Fit.** Reaffirm the principal purpose and intent of the program from the perspective *of a prospective candidate*. Describe any changes to the program description made in the past five years to clarify or redefine for whom this program is designed, and what they can expect to gain. Does the program advance Extension's mission *to provide knowledge and connections for people to achieve their personal and professional goals*?
- ☐ **Values.** Describe how the program helps to fulfill Extension's values statement describing our commitment to innovation: *we strive to be at the leading edge in program content, format, organizational management, and our response to evolving constituent needs*. Explain how the program and the profession it supports addresses any emerging economic and/or societal needs.
- ☐ **Environmental Scan.** Provide a brief update on the outlook for the field or industry based on data from reputable sources such as the **Bureau of Labor Statistic's Occupational Outlook** and regional employment projections and data, or *industry and trade* sources, or information from commissioned market studies, or *actual enrollment results* that show empirical evidence of continuing demand for the skills and knowledge taught in the program. Identify and briefly describe any competing programs, external or internal. If the competition has a presence on the web, provide a link and describe whether you view it as a threat. If there are higher degree programs in the

same field (MA/MS), briefly describe how this certificate program can complement their emphasis on theory and research.

- ☐ **Specializations.** If this review includes specializations or other variants, briefly describe the special purpose and niche job markets to which the specializations or advanced programs pitch. Provide brief narrative for each regarding *structure and depth*, *financial performance*, *governance* (if there are separate structures of governance), *venue and format*, *marketing campaigns* and *F1/International Market* as described below:

- ☐ **Structure and Depth.**
 - ☐ **Low Demand.** Except for programs that move students in cohorts, to ensure students' progress it would be unusual for a *required* course to be offered less than twice a year, or for a *defined* or *enumerated elective* to be offered less than once per year. If this is the case, please comment on the demand for the program overall, and demand for its constituent classes. If you list courses that are not typically offered at all (per catalog), please comment on your strategy underlying this condition.

 - ☐ **"Build Your Own."** If the curriculum includes *no specific required courses*, provide a brief explanation for how the program's other structural features ensure the student achieves the learning outcomes suggested in the program description.

 - ☐ **Sudden Death.** If progress in the curriculum is based on the minimum- grade- in- each- class method (which is typical), and there are washouts or unusual grade appeals with certain classes, (or you recall waiving the requirement for a course for a particular student with a passing but deficient grade of C- or D+), comment on whether you have considered the alternative by-GPA assessment approach for this program. (Comment if there are third party or licensure requirements that require the minimum- grade- in- each approach.)

- ☐ **Performance Analysis.** From the *Enrollment Tables*, comment on any discernible drag or lift of any particular class on the program's *average class size*, and any discernible drag or lift the program may be causing on the *average class size* statistic of your cost center. If your financial analyst is able to segregate program costs and revenue within the cost center, comment on his/her actual analysis of contribution or deficit. And if the analysis confirms the program operates in deficit, comment on factors to be considered for this program per policy on [Criteria for Consideration of Deficit Activities](#).) Also, comment on the *retention/growth ratio* for the program, and other trends you discerned in the reports. *If the Certificate Report shows the program has "flat-lined" with no candidates, consider recommending its discontinuation or provide narrative identifying remedial steps to be taken for its revival.*

- ☐ **Governance.** Once approved and launched, governance shifts from the initial approval authority at UCLA and the Dean's Office to the CE working routinely with instructors, an advisory board, and the program department director. Describe the composition of your advisory board. Indicate if it has UCLA faculty representation, and if one or more former students or

graduates attend, or if you work primarily with your instructors. *Comment on the value of the input from your Advisory Board, the frequency of meeting, and changes you have made in response to the input since the program was last reviewed or was initiated.*

- ☐ **Venue and Format.** Comment on your use of the *distance learning* format within the curriculum. If you do not employ any online classes, describe reluctance to do so as it may relate to the field. If you do employ online instruction, does the curriculum allow a student to complete the program *entirely online*? And if so, do you make any special effort to reach a national or an international audience? If the program is presented in traditional format at regional venues other than UCLA/Westwood (e.g. it can be completed from classes offered entirely at Figueroa Center or South Bay or other venues) comment on the special communities served and any special challenges of implementation. If an *EmpowerED* version of the program is subject to the narrative, comment on any aspect of this parallel program.
- ☐ **Admissions.** If the program is *restricted* and therefore requires an admission process, describe its purpose and comment on its effectiveness. On what basis are students turned down? How many students have been denied admission over the last five years? Do you make exceptions? *Policy requires you to retain records of all applicants for a period of five years. Please contact the Dean's Office to arrange for a site visit and inspection of your records.*
- ☐ **Advising.** Identify the approximate percentage of FTE committed to advising services for the program, and an estimate of the direct cost. Were the costs reasonably recovered by the *candidacy fees* paid last year? Do your advisors make referrals for internships or job placement services that supplement UCLA's *CareerSpot*.
- ☐ **Marketing Campaigns.** Comment on any special marketing strategies you employ to attract new students, to encourage retention and completion, or to attract continuing enrollment of graduates. Any special promotions? Any *we want you back* campaigns or offers?
- ☐ **F-1/International Market.** For those programs that are currently approved for students on F-1 visas, confirm that these students have been able to consistently make progress in a minimum of 12-units/quarter without waiving required courses. *If entry to the United States is not allowed in all four quarters, review the constraints and consider whether the restriction is still needed.*

III. Recommendations

For each program under review, write a brief recommendation. A recommendation can be:

- ☐ for continuation, with next review at five years (with or without changes);

- ☐ for continuation but next review less than five years (provide the number of years, and make recommendations for remedial action you intend to implement as soon as possible); or
- ☐ for program closure (provide a brief statement explaining any special efforts you have made in recent years to keep the program viable).