

UCLA Course Approval Manual

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Introduction

The UCLA Course Approval Manual summarizes policies and procedures developed by the UCLA Division of the Academic Senate pertaining to the creation or modification of courses offered by departments and other academic units on campus. The Graduate and Undergraduate Councils (Councils) of the UCLA Academic Senate developed this guide in collaboration with the Registrar's Office, the Office of the Executive Vice Chancellor and Provost, and the Divisions of Graduate and Undergraduate Education. It is intended to assist instructors and departments engaged in course development in order to ensure compliance with Academic Senate regulations and University policies. The Councils periodically review this document and issue updates or clarifications.

I. Academic Senate Authority

Per Systemwide Senate [Bylaw 40](#), the UC Regents have delegated to the Academic Senate responsibility for authorization and supervision of all courses of instruction and curricula. The Undergraduate and Graduate Councils are standing committees of the University of California Academic Senate, Los Angeles Division.

The **Undergraduate Council** authorizes, supervises, and regulates all undergraduate courses and programs of instruction at UCLA; acts for the Division in the approval of all undergraduate majors and in the approval or discontinuation of submajors, including specializations, concentrations, and minors; and reviews and evaluates periodically all undergraduate programs of study ([Bylaw 65.1](#)). In discharge of these duties, and subject to continuing monitoring and periodic review, the Council delegates authority for final approval of some course actions to the appropriate College/School Faculty Executive Committees (FECs).

The **Committee on Curriculum (CC)** is a subcommittee of the Undergraduate Council. By delegation from the Undergraduate Council, it holds course approval authority and reviews proposals for majors, minors, concentrations, and other undergraduate initiatives before sending them to the Council for action.

The **Graduate Council** authorizes, supervises and regulates all graduate courses and graduate programs of instruction except such courses and programs as have been except by action of the Regents, recommends to the Legislative Assembly graduate programs leading to new degrees, is responsible for establishing policy and standards for graduate education at UCLA; for approving, reviewing and monitoring graduate degree programs; and for making recommendations regarding fellowships and assistantships. The Graduate Council reserves the right to delegate to the Dean of the Division of Graduate Education routine administrative decisions related to the regulations and policies of the Graduate Council as described in its delegation guidelines ([Bylaw 65.2](#)). The Graduate Council delegates

authority to approve in-person courses (new, revised, and deletions), non-mode of delivery-related changes (i.e., title, requisites, etc.) for distance education courses, and minor changes in graduate program requirements to the Division of Graduate Education.

The **Committee on Degree Programs (CDP)** is a subcommittee of the Graduate Council. It acts on proposals for changes in degree requirements, program modifications, course approvals, appeals from students and exceptions for service on Master's and doctoral committees. The CDP considers and makes recommendations on graduate education policies, admissions standards and enrollment planning. On behalf of the Graduate Council, CDP has authority to approve distance education courses.

II. Criteria for Offering a Course

1. Level and Emphasis of University Courses

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

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

2. Scope and Organization of Courses

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

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

III. Course Actions and Approval Guidelines

Departments, divisions, sections, programs, and other academic units offering courses may initiate requests for approval of new courses or changes to existing courses.

Course requests are processed through the [Course Management System](#), a secure online application for the review and approval process. The Course Management System has forms for new courses, course revisions, and course deletions, as well as customized forms.

Requests must be submitted by faculty or staff via the Course Management System and routed for approval by the appropriate units. With the approval of the department or program chair, staff may act as a designee for the chair to approve course actions.

1. New Courses

New courses require submission of an official request form in the Course Management System. For details, please refer to [Section IV: Required Course Elements](#).

Justification must be provided including the rationale and objectives for the new course, how it fits into the curriculum, and how it affects other departments. For courses involving fieldwork, define the nature, extent, and supervision of the fieldwork as well as its importance to the overall objectives of the offering unit. Consider the following:

- Does the course represent a specialty area in which no course is currently offered?
- Does the course reorganize or consolidate material from existing courses?
- Does the course form part of a new program of study?
- Is it a requirement for the major or minor?
- Will topics vary significantly by instructor? If so, indicate the scope and examples of such topics.

NOTE: Courses that were previously taught but were discontinued require submission of a new course request form and syllabus.

2. Changes to Existing Courses

Any change in the class type or any variation that occasions a change in the nature of the course listing in the Schedule of Classes requires approval. With the exception of correcting a misspelling or typographical error, or making a non-substantive editing change, all changes (course number, units, title, format, course description, requisites, addition or deletion of multiple or concurrent listings, and grading basis) require submission of a revision request form in the Course Management System. Substantive changes to course titles and descriptions require the submission of a new course proposal.

Requests to change existing courses must include a statement of the revised objectives of the course. Indicate if the change affects a general education requirement (e.g. GE, Diversity, Writing II). Proposed

changes must be routed by the sponsoring department's/unit's curriculum committee (or equivalent) to the chair and Faculty Executive Committee for approval (as applicable), before submission to the Registrar's Office.

If the requested course action significantly affects other academic departments or programs, all affected units should be notified prior to submission of the course request in the Course Management System. Include a statement describing the impact of the action on other units and feedback from all chairs of academic units closely related to, or affected by, the proposed action. For assistance with researching affected programs and courses, contact the Registrar's Office.

NOTE: Once enrollment begins, no changes in grading basis, class type, units, title, or number may generally be made to courses offered for that term. The Registrar's Office may consider revisions but most are not processed.

3. Course Deletions

Deleted courses are discontinued in the Student Records System (SRS), removed from the electronic catalog, and are no longer available to be offered during a term. The discontinue term is recorded in the SRS, and an archival record of course information (title, etc.) remains in the SRS to be used for Degree Progress Reports, Study Lists, transcripts, and other administrative reports. Courses not taught for more than four years should be reviewed by the department and considered for deletion. Any course that has not been offered for five consecutive years is subject to cancellation.

4. Effective Term

The starting or effective term for a course action must be specified. The effective term is the term in which the course or course change begins. The effective term must be indicated in order for the course to be entered into SRS. If the effective term needs to be adjusted, department or program staff may contact the Registrar's Office Scheduling Unit who coordinates the adjustment. For one-time-only or limited one-year offerings, indicate a discontinue term. Retroactive effective term changes are not approved once students have enrolled.

5. Course Descriptions

All course requests (except deletions) must include a course description. Any revision to a course description, other than to correct a misspelling or typographical error, must be submitted through the Course Management System.

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

If a course may be repeated for credit, the description must indicate the number of times or maximum number of units that may be repeated.

Course descriptions should be concise—40 words or less—and indicate the substantive content of the course. Refer to the UCLA General Catalog for examples. For assistance with drafting a course description, contact the Registrar's Office Publications Unit. The Registrar's Office may edit course descriptions for style and logical consistency.

6. Course Syllabus

In order for course proposals to receive proper evaluation, a detailed syllabus must be presented for review. A syllabus is required for a new course, a course that has been substantially revised, or for a course that has changed units. A syllabus is also required for all concurrent course revisions.

A course syllabus is a written contract between the instructor and students that provides information such as course requirements, learning outcomes, assignments and their deadlines, participation and attendance expectations, and methods for evaluation of student learning.

The structure of a course syllabus will differ depending on instructor, course topic, department guidelines, and institutional guidelines, but should include the following items:

- Title of the course and course number.
- Course objectives and expanded course description.
- Learning outcomes.
- Course and exam modality (e.g. in person, online asynchronous/synchronous, hybrid).
- Weekly topics and assignments, with key dates (e.g. due dates, exam dates, holidays).
- Expectations for class interaction and participation.
- Grading structure (i.e., how the final grade is determined and the weight of each grading component).
- Reading list.
- Course policies (e.g. attendance, late/incomplete assignments, academic integrity).
- Information on the accommodations process for students with disabilities.
- If the course has a concurrent graduate-level listing, the graduate workload expectations must be detailed separately from the undergraduate workload.

For additional syllabus information and examples, please refer to the [inclusive syllabus template](#) developed by Undergraduate Education Initiatives with input from the Center for Education Innovation & Learning in the Sciences (CEILS) and Writing Programs; the [Inclusive Syllabus Design guide](#) created by CEILS; and [course design resources](#) from the UCLA Teaching and Learning Center.

7. Course Approval Process

The following authorizations or approvals are required:

1. The Chair of the department or authorized designee;
2. The Chair of the college or school Faculty Executive Committee or authorized designee; and;
3. A Division of Graduate Education Associate Dean or authorized designee (for actions affecting graduate-level courses).

NOTE: Departments or academic units may have specific internal policies for course approvals. The department and FEC coordinator direct internal routings. Instructors should contact their department or academic unit with questions pertaining to course approvals.

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

A. Delegation of Authority for Undergraduate Course Approvals

It is the duty of the Undergraduate Council to authorize, supervise, and regulate all undergraduate courses and programs of instruction at UCLA. In discharge of these duties, and subject to continued monitoring and periodic review by the Undergraduate Council, the Council hereby delegates the following actions to the appropriate College and School Faculty Executive Committees (FECs) ([Bylaw 65.1](#)), as outlined below::

- Approving new courses, including distance education courses, for existing undergraduate programs.
- Changes to existing undergraduate courses, including but not limited to: changing a course title or description, unit credits, grading basis, instructional activity type, or course level; adding, deleting or changing repeatability, prerequisites, requisites, restrictions, etc.; adding or deleting concurrent designations and multiple listings with the consent of each department and Division of Graduate Education approval, as applicable.

Approval of all other course actions is undertaken directly by the Undergraduate Council, subject to prior review and approval by the appropriate academic unit and FEC in the following circumstances:

- Approving new courses for new undergraduate programs
- Approving new courses offered by units that do not house undergraduate programs
- Conferring or revoking college/school General Education and Diversity requirements and course designations
- Approving undergraduate distance education courses for new undergraduate programs
- Approving special instructors
- Approving University Extension programs and instructors
- All other academic policy and program actions not specifically delegated

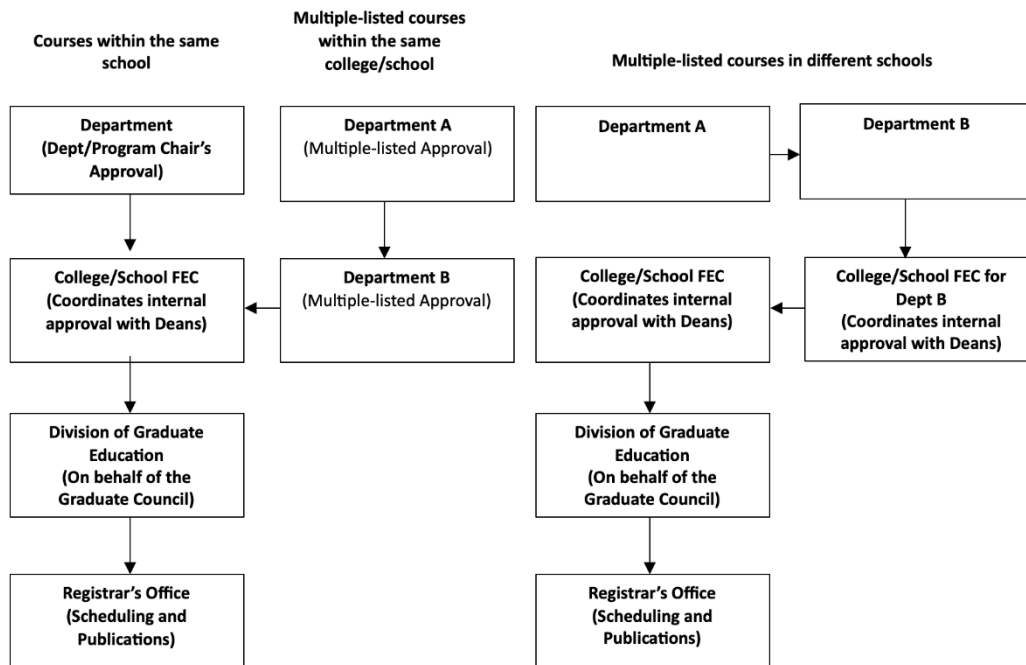
NOTE: The Academic Senate is the Office of Record for all courses and programs. The Undergraduate Council relies on College and School FECs to inform the UCLA Divisional Senate of all actions undertaken through their delegated authority. Annually, the FEC must submit a report of all approved course actions undertaken through their delegated authority to the Undergraduate Council (CC'ing the Registrar's Office). Upon receipt, the Undergraduate Council will review to confirm whether the FEC's approval actions fall under delegated authority, whether the actions require further review, and whether delegated authority should be removed, if needed. All delegated actions by an FEC are subject to review and rescission by the Undergraduate Council.

Any course not offered for five consecutive years is subject to cancellation by the Undergraduate Council. The Registrar's Office notifies departments of applicable courses during the eight-year program review cycle, but departments must initiate the deletion process.

B. Delegation of Authority for Graduate Course Approvals

The Graduate Council delegates authority to approve in-person courses (new, revised, and deletions), non-mode of delivery-related changes (i.e., title, requisites, etc.) for distance education courses, and minor changes in graduate program requirements to the Division of Graduate Education.

The following workflow outlines the approval routing for in-person graduate courses. For courses offered in a distance education mode of delivery, refer to [Section VI: Graduate Distance Education Policy](#).



8. Special Course Approvals

A. General Education Courses (Undergraduate)

General Education (GE) courses teach essential university-level skills and introduce undergraduates to fundamental ideas in arts, humanities, social sciences, and natural sciences. The GE curriculum is grouped into the following three foundational areas, with subcategories in each group:

1. Foundations of Arts and Humanities
 - Literary and Cultural Analysis
 - Philosophical and Linguistic Analysis
 - Visual and Performance Arts Analysis and Practice
2. Foundations of Society and Culture
 - Historical Analysis
 - Social Analysis
3. Foundations of Scientific Inquiry
 - Life Sciences
 - Physical Sciences

NOTE: GE courses must be 5 units.

GE regulations and application of GE credit vary among the College and schools. A summary of [campuswide GE requirements](#) is available via the Registrar's Office, as is a [GE course master list](#).

Proposals for new General Education (GE) courses and re-certification of existing courses for GE credit undergo initial review by the Undergraduate Council's General Education Governance Committee (GEGC). Final approval from the Undergraduate Council is required before a course is certified with General Education credit. Departments, the College FEC, and the Registrar's Office are notified upon approval from the Undergraduate Council.

Departments interested in submitting an undergraduate course for GE credit should refer to the [GE Submission Guidelines](#) for detailed requirements, submission instructions and deadlines, and routing information.

B. Writing II Courses (Undergraduate)

All academic units at UCLA that offer undergraduate programs require their students to complete an approved Writing II course or a separate School-approved course. Writing II courses introduce students to expository writing, often in specific academic genres, while advancing student analytical and communication skills.

Writing II courses must be 5 units. Writing II courses carry impacted status and are offered in a variety of formats, from lecture classes with multiple sections to smaller stand-alone courses. Courses are denoted by a W and must be completed with a grade of C or better (C– or a Passed grade is not acceptable). Some Writing II courses may also be used to satisfy a General Education requirement.

The Undergraduate Council delegates the Writing II Committee, charged by the College Faculty Executive Committee (FEC), to oversee all matters pertaining to the Writing II curriculum, including the review and approval of Writing II course proposals.

Departments interested in submitting an undergraduate course for Writing II credit should refer to the [Writing II website](#) for detailed proposal requirements, submission instructions and deadlines, and routing information.

C. Diversity Courses (Undergraduate)

Diversity courses are designed to provide students with the analytical skills needed to develop critical and reflective perspectives on difference within both domestic and global spheres, and to prepare them to function, thrive, and provide leadership in multicultural, multiethnic, transnational, and interconnected global societies.

Diversity course regulations and application of Diversity credit vary among the College and schools. For more information, please consult the Registrar's Office overview of the [Diversity requirement](#).

Proposals for new [Diversity](#) courses and re-certification of existing courses for Diversity credit are reviewed by the Undergraduate Council's Diversity Education Governance Committee (DEGC). Final approval from the Undergraduate Council is required before a course is certified with Diversity credit. Departments and the Registrar's Office are notified upon approval from the Undergraduate Council.

NOTE: Per Undergraduate Council policy, individual studies and variable topics courses will not be considered for the Diversity Requirement unless the host department has created a course with a separate, specifically designated course number for Diversity. For more information, please consult with the [Undergraduate Council's analyst](#).

Departments interested in submitting an undergraduate course for Diversity credit should refer to the [Diversity Course Guidelines](#) and [Course Information Sheet](#) for detailed requirements, submission instructions and deadlines, and routing information.

D. Community-Engaged Courses (XP)

Departments interested in creating new community-engaged courses, or seeking to add the community-engaged “XP” suffix to existing courses, must submit requests via the Course Management System. The XP course suffix replaces the previously used SL suffix. Adding the XP suffix to a course that is already part of the UCLA General Catalog requires a course numbering revision in the course management system.

The Center for Community Engagement strongly encourages faculty developing a community-engaged course to contact the Director in advance of submission. Please refer to the [Center for Community Engagement website](#) for detailed submission guidelines and instructions.

IV. Required Course Elements

When developing a new course or revising an existing course, departments and instructors must consider the following requirements.

1. Course Number

Identify the subject area, determine the level and classification, and assign an appropriate course number as stipulated in [Systemwide Senate Regulation 740](#).

- **Lower division courses** are open to freshmen and sophomores and are numbered **1-99** or are designated by a letter, especially if the subject is usually taught in high school. In no department is a lower division course acceptable for upper division credit.
- **Upper division courses** are numbered **100-199** and ordinarily open only to students who have completed at least one lower division course in the given subject, or six terms of college work. Special study courses for undergraduates are numbered 199.
- **Graduate courses** are numbered **200-299**, and ordinarily open only to students who have completed at least 18 upper division units basic to the subject matter of the course.
- **Professional courses** for teachers are numbered **300-399**, are offered in Education and other departments, and are specifically designed for teachers or prospective teachers.
- **Other professional courses** are numbered **400-499**.

- **Individual study or research graduate courses** are numbered **500-599** if they may be used to satisfy minimum graduate degree requirements; otherwise, they are numbered **600-699**.

Refer to the [Policy Appendix](#) for details on reserved course numbers and suffixes.

2. Course Title

A course title should reflect the content of the course. It should be succinct and descriptive. Bear in mind that the title is abbreviated to 19 characters for use on student transcripts. Subtitles may be used.

3. Units and Credit Value

Units and Hours of Work

[Systemwide Senate Regulation 760](#) stipulates that “credit be reckoned at the rate of one unit per three hours of work per week, per term, or the equivalent.” Senate regulations define course credit in terms of total hours of work required of the student and do not impose specific requirements as to the number of hours spent in class. Similarly, the Los Angeles Division has adopted a policy of breaking the lockstep between course credit and hours spent in class, and of encouraging experimentation and innovation in format and instructional methods. A department or program may wish to adopt a general policy concerning flexibility of format. It is the responsibility of the instructor and, ultimately the department or program chair, to ensure that the workload in the course is commensurate with its credit value.

Class Contact Hours

Course proposals must indicate the number of contact hours spent per week lecture, discussion, laboratory, etc. It is also helpful to estimate the number of non-contact hours students are expected to spend each week on outside study, reading time, or other activities. A typical 4-unit course has 3 hours of lecture, 1 hour of discussion and 8 hours of outside study per week in a ten-week term.

Type of Units

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

4. Grading Basis

[UCLA Senate Regulations A-306 - A-315](#) govern the grading of undergraduate and graduate courses. Course requests must indicate the grading structure of the course and how students are evaluated, including the number of exams or papers required and the weight each is given to calculate the final grade. Specific reasons for “In Progress” grading must be provided.

If a graduate course is concurrently scheduled with an undergraduate course, the appropriate undergraduate grading basis should be indicated. It is expected that the level of performance required of a graduate student enrolled in a concurrent course will exceed that of an undergraduate.

A change in grading basis for an existing course requires a submission via the Course Management System. Changes must be approved before the course is published in the Schedule of Classes and enrollment begins. Once enrollment starts, the grading basis may not be changed. For courses with optional grading such as “S/U or Letter Grading,” the choice of grading basis is up to the student, not the instructor. Students can change the grading basis on an optional-graded course upon enrollment.

Refer to the Policy Appendix below for [general policies concerning grading](#).

5. Instructional Format (Activity Type) and Hours

Total Instructional Effort or TIE is a method of classifying and reporting classes. Three TIE classifications describe the faculty's instructional goals for students and convey the faculty's changing role as students move from introductory classes to more independent and scholarly activity as they approach graduation:

- (T) Transmitting the Knowledge
- (I) Initiating Intellectual Independence
- (E) Emphasizing Independent Inquiry

Faculty Instructional Activity (FIA) types are intended to capture the range and variety of course-based faculty instructional activities. Using these types to classify all undergraduate, graduate and professional courses is a first step in a process designed to improve the way UC reports General Campus Faculty Instructional Activities both internally and to the Legislature. Each of the FIAs are assigned a TIE classification. When submitting course requests, instructors should select the type of activity that best describes the course.

More information on TIE codes and Faculty Instructional Activity Types can be found here:

<https://registrar.ucla.edu/faculty-staff/courses-and-programs/course-and-program-guides/tie-code-definitions>

6. Course Requisites

Course requisites are requirements associated with a course. If a course has requisites, they must be specified when a course request is submitted. Requisites can have different levels of enrollment enforcement. Categories of requisites include:

- **Enforced Requisites** are course requirements that can be monitored by MyUCLA during enrollment. There are two levels of enrollment enforcement: warning and enforced. Requisites are defaulted to warning unless specified. If a requisite is at the enforcement level, enrollment is prevented if the requirement has not been satisfied. If a requisite has a warning level, the student is informed the requisite has not been met, but enrollment is permitted. Only requisites with specific course numbers can be enforced. Example: A requisite such as “one course in economics” could not be enforced, but “Economics 200” could be. Minimum grades for requisites may be indicated.
- **Corequisites** are requirements for courses that must be taken in the same term. A corequisite statement is put in each course description, however, when the course is coded in SRS, because of enrollment logic restrictions, the corequisite is enforced on only one course.
- **Preparation Requirements** for courses are requirements such as placement tests for language. They appear only in the course description and are usually not enforced by MyUCLA. Enrollment enforcement is at the instructor or departmental level. (Note exceptions: some placement requirements such as entry-level writing and Mathematics are specially coded for enforcement during enrollment.)
- **Recommended Requisites** are those courses or levels of preparation that are suggested by an instructor for successful completion of the course. Recommendations have no enrollment enforcement in MyUCLA.

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

7. Enrollment Rules

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

Instructor or Department Consent Restrictions may limit enrollment in a class. The instructor or the department or program is responsible for monitoring and enforcing consent of the department and consent of instructor restrictions. Instructions for applying instructor or department consent may be

given directly to the Registrar's Office Scheduling Unit, and no course approval request is necessary. Since consent limitations may vary by instructor and by section, consent notations are not part of the course description. Consent restrictions are noted in the Schedule of Classes.

8. Credit Exclusion

Some courses do not allow for credit to be granted for courses with similar content. Credit exclusions must be listed in the course description. For example:

Statistics 10. Introduction to Statistical Reasoning (5 units)

Lecture, three hours; discussion, one hour; computer laboratory, two hours. Preparation: three years of high school mathematics. Not open for credit to students with credit for course 12, 13, or 15. Introduction to statistical thinking and understanding, including strengths and limitations of basic experimental designs, graphical and numerical summaries of data, inference, regression as descriptive tool. P/NP or letter grading.

9. Equivalent Courses

Courses that are considered as the same for requisite enrollment and repetition. For example:

Philosophy 22. Introduction to Ethical Theory (5 units)

Lecture, three hours; discussion, one hour. Not open for credit to students with credit for course 22W. Recommended or required for many upper-division courses in Group III. Systematic introduction to ethical theory, including discussion of egoism, utilitarianism, justice, responsibility, meaning of ethical terms, relativism, etc. P/NP or letter grading.

10. Learning Objectives/Competencies

Learning objectives/competencies are required to be listed with every course. For details and examples, see: <https://learningoutcomes.ucla.edu/process-guidelines/establishing-student-learning-objectives-competencies-for-courses/>

V. Instructors

A department or program chair assigns instructors in accordance with [Systemwide Senate Regulation 750](#) governing "persons-in-charge of courses."

Under [Systemwide Senate Regulation 750\(B\)](#), "other instructional titles" are those of Teaching Associate, Teaching Fellow, and Teaching Assistant. A change in instructor that falls under SR 750(B) must be brought to the attention of the Graduate Council and/or Undergraduate Council. The Council(s)

may approve instructors carrying these titles to teach upper-division courses in exceptional circumstances. Approval requests must meet the following criteria and use the procedures listed below:

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

Courses taught by instructors in the **Collegium of University Teaching Fellows (CUTF)** program are reviewed and recommended by a faculty committee through the Center for the Advancement of Teaching. For details, please consult:

<https://teaching.ucla.edu/gradstudent-programs/cutf/#program-overview>

VI. Distance Education Courses (Undergraduate and Graduate)

While UCLA primarily centers in-person learning, distance education policies enable the use of distance education methods as defined below when doing so will enhance the quality of education, support pedagogical effectiveness, and create opportunities for innovative instruction, in line with the Academic Senate's Principles for the Future of Instruction. Hallmarks of UCLA's teaching excellence include (a) active, engaged leadership by a qualified instructor with requisite subject expertise; (b) regular, pedagogically meaningful interaction between instructor and students; and (c) means for students to periodically assess their progress toward achieving the course's learning goals.

Please refer to the following policy documents:

1. [UCLA Undergraduate Distance Education Policy](#)

PDF version: [UCLA Undergraduate Distance Education Policy](#) (effective Fall 2023)

2. [Graduate Distance Education Policy](#)

PDF version: [UCLA Graduate Distance Education Policy](#)

3. [Guidelines for Mode of Delivery of SSGPDPs](#)

PDF format: <https://ucla.box.com/v/SSGPDP-Mode-of-Delivery>

VII. Administrative Policies for Approved Courses

1. [Publication of Courses](#)

There are several publication deadlines throughout the academic year. To be included in official University publications, course requests must receive final approval and be received by the Registrar's Office by publication deadlines.

NOTE: Publication deadlines are different from term enrollment deadlines. See the [Schedule of Classes Production Calendar](#) for exact deadlines.

Routing and approval processes for course requests vary depending on the level of delegation. Allow adequate time for the approval process, and check agenda deadlines for the necessary approval

committees.

Before enrollment begins, new courses can be added to the course offerings for that term, and they will be displayed in the Schedule of Classes and MyUCLA. Requests to change grading basis, class type, units, prerequisites, title, or course number are not approved after the Schedule of Classes goes live (two weeks before enrollment begins). Such changes will become effective the following term.

2. Continuity and Frequency of Course Offerings

Once a course has been approved and established in the course inventory, it may be offered in a particular term. The term the course is offered in is determined by the faculty of the departmental unit.

Any course which has not been offered for five consecutive years is subject to cancellation. This policy is intended to ensure that students have access to courses needed for their programs and that the UCLA General Catalog and online updates accurately reflect curricular offerings, and that departmental units examine their curriculum periodically. Justification may be required for retaining infrequently offered courses in light of the unit's overall curricular objectives and resources. The course management system displays an inventory of courses and the last time they were offered.

Courses that are no longer offered must be deleted from Program Requirements as well via the annual call for Program Requirements updates conducted by the Division of Graduate Education.

3. Course Materials Fees

If a course receives approval for a course materials fee, the letter of approval from the Chancellor must be received by the Registrar's Office before the Schedule of Classes goes live. This is to give students due notice of a fee increase and is a requirement of the fee approval process. For the course materials fee policy, see: <https://apb.ucla.edu/resource-management/fee-policies>

For self-supporting graduate professional degree programs, all student fees must be approved by the Office of the President. Any fees associated with instruction must be described through the annual fee approval process. For more information regarding the SSGPDP fee approval process, contact the [Office of Academic Planning and Budget](#).

VIII. Policy Appendices

1. Reserved Course Numbers

A. Undergraduate Courses

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

19 Courses—Fiat Lux Seminars (1 unit)

Grading: P/NP. Format: Seminar. Limited to 20 students. Taught by faculty in their areas of scholarship. Designed to engage students in an active learning environment with their peers and a distinguished faculty member.

88 Courses—Sophomore Seminars (2-5 fixed units)

Grading: P/NP or Letter grade. Format: Seminar. Limited to a maximum of 20 lower-division students. Readings and discussions designed to introduce students to current research in the discipline. Culminating project may be required.

88S Courses—USIE Seminars (Undergraduate Student Initiated Education) (1 unit)

Grading: P/NP. Format: Seminar. Student-facilitated seminars led by juniors or seniors under the close supervision of a faculty mentor. Names of undergraduate student facilitators are listed in the Schedule of Classes followed by the supervising faculty mentor as the Instructor of Record.

89—Honors Seminars (1 unit)

Grading: P/NP or Letter grade. Format: Seminar. Limited to 20 students. Adjunct to a lower-division lecture course. Explores topics in greater depth through supplemental readings, papers, or other activities. Led by the instructor of the lecture course. Applies toward honors credit for eligible students. Honors content noted on transcript.

89HC—Honors Contracts (1 unit)

Grading: P/NP or Letter grade. Format: Tutorial. Restricted to students in College Honors and departmental honors programs. Adjunct to a lower-division lecture course. Individual study with instructor of lecture to explore topics in greater depth through supplemental readings, papers, or other activities. Individual honors contract required. Honors content noted on transcript.

95—Introduction to Community or Corporate Internships (2 to 4 fixed or variable units)

Grading basis P/NP. Tutorial. Entry-level community or corporate internship for lower division students who have completed 90 or fewer units. Students meet on a regular basis with a faculty member and provide periodic reports of their experience. Individual contract required.

97—Variable Topics (fixed or variable units)

Grading: varies. Format: varies, many are set up as seminars. Topics vary by instructor. (Note: These are permanent offerings; no change from current reserved numbering.)

98—Temporary or Experimental Lower Division Courses (Units vary depending on curriculum)

Grading: P/NP or Letter grade. Format: Seminar or lecture. Professional schools and the College offer seminars or other temporary or experimental lower division courses.

98T—Collegium of University Teaching Fellows (4 or 5 fixed units)

Grading: Letter grade only. Format: Seminar. Taught by advanced graduate students in their field of specialization. One-time-only offerings. Introduces students to a cutting edge of a discipline in a small seminar environment.

99—Student Research Program (1-2 variable units)

Grading: P/NP. Format: Tutorial (supervised research or other scholarly work), three hours per week per unit. Entry-level research for lower-division students under guidance of a faculty mentor. Enrollment by contract. Students must be in good academic standing and enrolled in a minimum of 12 units (excluding this course). May be repeated; consult the Undergraduate Research Center. Contract required.

188—Experimental or Temporary Courses (1-5 fixed units)

Grading: P/NP or Letter grade. Format: varies (e.g., seminar, lecture, lab). Titles vary depending on course. Departmentally sponsored experimental or temporary courses, such as courses taught by visiting faculty. Usually approved for one term or one year. (Note: Formerly 198 courses.)

188SA, 188SB, 188SC—Individual Studies for USIE Facilitators (1 unit)

Grading: Letter grade. Format: seminar. Faculty mentors work closely with USIE student facilitators during Fall, Winter, and Spring quarters to develop and present a spring USIE seminar. Individual contracts are required.

189—Advanced Honors Seminars (1 unit)

Grading: P/NP or Letter grade. Format: Seminar. Limited to 20 students. Designed as adjunct to an upper-division lecture course. Explores topics in greater depth through supplemental readings, papers, or other activities. Led by the instructor of the lecture course. Applies toward honors credit for eligible students. Honors content noted on transcript.

189HC—Honors Contracts (1 unit)

Grading: P/NP or Letter grade. Format: Tutorial. Restricted to students in College Honors and departmental honors programs. Adjunct to an upper-division lecture course. Individual study with instructor of lecture to explore topics in greater depth through supplemental readings, papers, or other activities. Individual honors contract required. Honors content noted on transcript.

190—Research Colloquia (1-2 fixed units)

Grading: P/NP only. Format: Seminar. Designed to bring students doing supervised tutorial research together in a seminar setting with one or more faculty to discuss their own work or related work in a discipline. Led by one of the supervising faculty.

191—Variable Topics Research Seminars (1-5 fixed units)

Grading: varies. Format: Seminar. Research seminar on selected topics. Reading, discussion, and development of culminating project. Note: variable topic lecture courses must be offered under a different number.

192—Undergraduate Practicum (2-4 fixed units)

Grading: P/NP or letter grade. Format: Seminar. Limited to juniors/seniors. Training and supervised practicum for advanced undergraduates. Students assist in preparation of materials and development of innovative programs under the guidance of a faculty member in a small course setting.

193—Journal Club Seminars (1 or 2 fixed units)

Grading: P/NP only. Format: Seminar. Limited to undergraduates. Discussion of readings selected from current literature of the field. Can also be used for speakers-series seminars.

194—Research Group or Internship Seminars (1 or 2 fixed units)

Grading: P/NP only. Format: Seminar. Designed for undergraduates who are part of a research group or internship. Discussion of research methods and current literature in the field or discussion of faculty or student's own research. May meet concurrently with a graduate research seminar in the same department (use "C" prefix). May use 194I for internship adjunct.

195—Community or Corporate Internship (2-4 fixed units)

Grading P/NP or Letter grade. Format: Tutorial. Limited to juniors/seniors. Contract required with supervising faculty member. Internship in a supervised setting in a community agency or business. Student meets on a regular basis with instructor and provides periodic reports of their experience.

195CE—Community or Corporate Internship (2-4 fixed units)

Grading P/NP or Letter grade. Format: Tutorial. Limited to juniors/seniors. Contract required. Supervised by the Center for Community Learning and a department faculty member.

196—Research Apprenticeship (2-4 fixed or variable units)

Grading: P/NP. Format: Tutorial (supervised research), three hours per week per unit. Limited to juniors/seniors. Contract required. Entry-level research apprenticeship for upper-division students under guidance of a faculty mentor. Student learns skills and techniques. May be repeated; consult the department.

197—Individual Studies (2-4 fixed or variable units)

Grading: P/NP or Letter grade. Format: Tutorial. Limited to juniors/seniors. Contract required. Individual intensive study, with scheduled meetings to be arranged between a faculty member and a student. Assigned readings and tangible evidence of mastery of the subject matter required.

198—Honors Research (2-4 fixed or variable units)

Grading: Letter grade only. Format: Tutorial. Limited to juniors/seniors. Contract required. Development and completion of an honors thesis or comprehensive research project under direct supervision of a faculty mentor.

199—Directed Research or Senior Project (2-4 fixed or variable units)

Grading P/NP or Letter grade. Format: Tutorial. Limited to juniors/seniors. Contract required. Research under the guidance of a faculty mentor. Supervised individual research or investigation. Culminating paper or project required.

B. Graduate Courses

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

200-Series Courses

Graduate courses and seminars that are primarily research-oriented are numbered in the 200 series and can be used to fulfill the minimum graduate course requirement for any advanced degree. Graduate courses numbered 200–299 are generally open only to graduate students who have completed basic undergraduate courses in the subject. With departmental and instructor consent, and subject to requirements in the appropriate College or School, undergraduate students may enroll in 200-series courses for unit credit toward the bachelor’s degree. If students take a graduate course as an undergraduate, they may not apply that same course later toward a higher degree.

296A-Z—Research Group Meeting Courses (1-4 variable units)

Grading: S/U only. Format: Seminar. Graduate research group meeting courses are designed to give students and faculty an opportunity to share their research topics and discuss current literature, new ideas, methodological issues, and preliminary findings and to encourage, support, and facilitate student research. Research group courses do not count toward the minimum number of units or graduate courses required for master’s degrees. May be repeated. The minimum class size is four.

300-Series Courses

Graduate courses numbered 300–399 are highly specialized teacher-training courses that are not applicable toward UC minimum requirements for graduate degrees. They are acceptable toward the bachelor’s degree only at the discretion of the individual College or School.

375—Teaching Apprentice Practicum (1-4 variable units)

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

400-Series Courses

Graduate courses numbered 400–499 are designed for professional programs leading to graduate degrees other than the MA, MS, and PhD. These courses may not be used to satisfy minimum graduate course requirements for the MA or MS degree but may apply as electives.

490—Communication Skills for Graduate Students

Grading: S/U only. Format: Seminar. Designed to train graduate students in oral and written communication skills related to specific fields or disciplines. Not designed to give credit for general communication skills, remedial instruction, or second language instruction. 490 courses may not apply toward minimum graduate course requirements, but may apply for up to 4 units of elective credit. Prerequisites or consent of instructor may be required.

495—Methods in Teaching (2 units)

Grading: S/U. Format: Seminar. Courses prepare students for practical college-level teaching experience and are designed to provide professional development. They may not apply toward minimum graduate course requirements, but a maximum of 4 units may be applied as electives. Courses are NOT designed to give credit to students for their actual teaching experience as Teaching Assistants. May be repeated up to a maximum of 4 units.

500-Series Courses

Individual study and research courses numbered 500–599 are reserved for advanced study and are not open to undergraduate students. Individual departments may set specific limitations on 500-series courses.

501—Cooperative Program (Graduate Cross-Enrollment with University of Southern California) (2 to 8 variable units)

Grading: S/U only. Format: Tutorial. Departments participating in the Graduate Cross-Enrollment Program use 501 courses to record enrollment of UCLA students in courses taken under cooperative arrangements with nearby institutions (primarily the University of Southern California) for credit. Preparation: consent of UCLA graduate adviser and graduate dean, and host campus instructor, department chair, and graduate dean. Students must be registered (fees paid) at UCLA. Credit toward a degree is limited to 8 units. See [Standards and Procedures for Graduate Study at UCLA](#) for details.

595/596 Courses—Directed Individual Study or Research

Grading: S/U or Letter grade. Format: Tutorial. Courses are individual study or research courses. The course description must specify the number of 500-series individual study courses that may be applied toward minimum requirements for graduate degrees. The number of times a student may enroll in an individual study course must also be stated in the description. See [Senate Regulation 504](#).

597 Courses—Preparation for Master's or Doctoral Qualifying Examinations

Grading: S/U or Letter grade. Format: Tutorial. Courses are individual study or research courses. The course description must specify the number of 500-series individual study courses that may be applied toward minimum requirements for graduate degrees. The number of times a student may enroll in an individual study course must also be stated in the description. See [Senate Regulation 504](#).

598 Courses—Preparation and Research for Master's Thesis

Grading: S/U or Letter grade. Format: Tutorial. Courses are individual study or research courses. The

course description must specify the number of 500-series individual study courses that may be applied toward minimum requirements for graduate degrees. The number of times a student may enroll in an individual study course must also be stated in the description. See [Senate Regulation 504](#).

599 Courses—Preparation and Research for Doctoral Dissertation

Grading: S/U or Letter grade. Format: Tutorial. Courses are individual study or research courses. The course description must specify the number of 500-series individual study courses that may be applied toward minimum requirements for graduate degrees. The number of times a student may enroll in an individual study course must also be stated in the description. See [Senate Regulation 504](#).

2. Reserved Course Suffixes

While a course can theoretically have any suffix, certain suffixes are usually reserved for certain types of courses:

Suffix	Course Type
A-Z	Used in the print catalog to denote a group of courses. Individual course requests must be submitted for each suffix in order for courses to become active in SRS.
CE	Used for 195 Internship Courses administered by the Center for Community Engagement (CCE), indicating that enrolled students are assigned to work with a with a departmental 195CE Graduate Student Instructor
DC	Quarter in Washington DC courses administered by the UCLA Center for American Politics and Public Policy (CAPPP)
EW	Engineering Writing courses
W	Writing II courses (Undergraduate)
XP	Community-engaged courses. NOTE: The XP course suffix replaces the previously used SL suffix.

3. Organization of Courses

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

A. Multiple-Listed Courses

Courses offered jointly by two or more departments are designated as “multiple listings” and are identified by the prefix “M.” Multiple-listed courses are listed in the General Catalog and in the Schedule of Classes under each of the co-sponsoring departments’ course listings. The partner course statement appears in each course description.

Except for the course numbers of multiple-listed courses, which may be different, all other specifications (e.g., title, format, unit value) must be identical for all sponsoring units. Courses must be multiple-listed within the same level.

NOTE: Departments must submit requests to multiple-list courses through the course management system. The Chairs of all co-sponsoring departments must approve the multiple-listing. Courses can be both multiple-listed among departments or programs and concurrently scheduled within a department or program. These courses use a “CM” prefix. They must follow the guidelines for both listings.

B. Concurrent Courses

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

NOTE: Courses can be both multiple-listed among departments or programs and concurrently scheduled within a department or program. These courses use a “CM” prefix. They must follow the guidelines for both listings.

The following procedures and regulations for concurrent courses were approved jointly by the Graduate and Undergraduate Councils:

1. Policies on minimum enrollments in courses may impede a department’s ability to continue to offer courses in certain highly specialized but still significant areas. “Pooling” of undergraduate and graduate students interested in a subject may be an acceptable way of raising enrollment above the minimum level. Such courses may not be double-counted toward a faculty member’s teaching load. Establishing a concurrent course ensures that students receive credit at the appropriate level.
2. Concurrent courses must conform with [Systemwide Senate Regulation 762](#): “No student, by merely performing additional work, may receive upper division credit for a lower-division course or graduate credit for an undergraduate course. Related courses may share lectures,

laboratories, or other common content but must have clearly differentiated performance criteria, requirements, and goals.”

3. It is expected that the hours of instructional activity and level of performance required of a graduate student enrolled in a concurrent course will exceed that of an undergraduate. The character of this difference must be clearly stated in the course justification. The difference in the work for a graduate student must be substantive.
4. Suitably separate activities and standards for performance and evaluation must be applied for graduates and undergraduates. The character of the difference should be communicated through the course syllabus or other suitable means to students enrolled in the course.
5. The status of concurrent courses offered by a department or program and their relationship to other teaching activities shall be subject to specific appraisal at the time of the Academic Senate programmatic review of units.
6. Instructors proposed for the initial offering of concurrent courses must be specifically named in the course request. Only regularly appointed officers of instruction ([SR 750\[A\]](#)) are authorized to teach a pair of concurrent courses. The Registrar is authorized to schedule for the same time and place only those pairs of courses which have been approved for concurrent scheduling. Such courses are designated by a “C” prefix to inform students that the course is concurrently scheduled.

C. One-Time-Only Courses

Courses which are intended to be offered for only one term or for only one year are called “One-Time-Only” courses. One-time-only courses with a discontinue term will be automatically discontinued in the specified term. Courses with a longer limited offering (e.g., three years) and no stated discontinue term specified must submit a request to delete the course at the appropriate time. One-time-only courses are not generally published in the catalog. The course descriptions for one-time-only courses are processed and recorded in SRS as 88S and 98T, and appear in the Schedule of Classes in the term(s) offered.

D. Variable Topics

Variable Topics courses cover material falling within defined topical areas. They have a general umbrella catalog description that indicates the broad scope and general topics covered. The description indicates how often the course may be repeated. The catalog description governs the units, requisites, and grading basis for the course. The umbrella course is approved through the Course Management System as a new course. When the courses are offered in a particular term, specific subtitles and descriptions are submitted through variable topics forms in the Course Management System. Topics may vary by instructor, and there can be more than one section offered under the topics course. Instructors indicate whether the generic catalog title (Topics in XXX) or specific topic subtitle to appear on student transcripts.

For example:

Variable Topics Course

General Catalog Description

139. Selected Topics in Cultural Anthropology (4) Lecture, three hours; discussion, one hour (when scheduled). Study of selected topics in cultural anthropology. Consult Schedule of Classes for topics and instructors. May be repeated for credit with topic change. P/NP or letter grading.

Fall 2021 Offering

Section 1

Instructor: Linda Garro

Subtitle: Medical Anthropology

Class Description: Medical anthropology examines health and affliction across different cultural and historical contexts. Topics addressed include social determinants of illness and health disparities, mental health, medicalization, illness experience, comparative perspectives on medical systems, and global health.

Section 2

Instructor: Robert Lemelson

Subtitle: Ethnographic film for Psychological and Medical Anthropology

Class Description: Introduction to basics of ethnographic filmmaking as it applies to issues and topics relevant to psychological and medical anthropology. History of ethnographic film in relation to these fields. Study of differences between using video for research purposes, short teaching film for educational purposes, traditional ethnographic film, and documentary film. Exploration of basic language of ethnographic film: composition, lighting, audio, camera use, shooting, editing, and postproduction. Topics include issues of mental illness and deviance, healing, trance and possession, trauma and social violence, gender and sexuality, and identity and self. Study also covers issues of filmmaking ethics, subject protection management, consent, and relations with subjects over time.

E. Upper-Division Tutorials (Undergraduate)

Course numbers “195–199” are reserved for upper-division tutorial courses. Regulations for these courses are set forth in [Divisional Regulation A-320](#):

(A) Upper-Division Tutorials for undergraduate students are numbered 195 through 199. These courses are structured by the instructor and student at the time they are initiated. The structure of the course, including both the specific proposed course of study and the requirements that must be met before a grade can be assigned, is formalized through a contract application.

(B) In order to enroll in an Upper-Division Tutorial, a contract must be approved by both the instructor-in-charge and the Chair of the department or program. One instructor may not sponsor more than seven (7) students enrolled in an Upper-Division Tutorial (195-199) in any one term.

(C) For 195CE internships, with the approval of the Chair of a department or program, a faculty member may act as the instructor-in-charge for a group of more than 7 undergraduate students whose work will be guided by graduate student instructors.

(D) Upper-Division Tutorials (195-199) may only be taken through UCLA Extension on a XLC basis. The Extension contract must be approved by the instructor-in-charge and the Chair of the department or program. The instructor must be a faculty member of the department or program. The same limitations below apply to XLC 195-199s.

(E) Limitations:

(1) Enrollment requires the consent of the instructor who is to supervise the study. The applicant shall show that his or her background is adequate for the proposed study.

(2) Credit for Upper-Division Tutorials (195-199) in a single term is limited to a maximum of 8 units. Subject to the provisions of [Divisional Regulation A-310](#), the student may take any Upper-Division Tutorial (195-199) on a Passed/Not Passed or a letter grade basis, but the total number of units allowed in Upper-Division Tutorials (195-199) for a letter grade is 32.

(3) At the close of the term, some tangible evidence of work accomplished, signed by the student and the supervising faculty member, shall be filed and retained by the department or program for three years.

(4) At the outset of an Upper-Division Tutorial (195-199), the student must complete and the instructor-in-charge must sign a contract, which will include the specific proposed course of study and the requirements to be met before a grade can be assigned.

(5) In order to enroll in an Upper-Division Tutorial (195-199), a student must have advanced junior standing and at least a 3.0 GPA in his or her major field, or he/she must have senior standing.

(6) A student who has an outstanding Incomplete in an Upper-Division Tutorial (195-199) may not enroll in another Upper-Division Tutorial until the grade of Incomplete has been removed.

(7) On the advice of the instructor(s) and Chair concerned, the Dean of a student's college or school may authorize exceptions to the limitations listed.

(8) Departments may impose additional limitations on the Upper-Division Tutorial courses. [Variance to SR 764.] [Am 2 June 77, Am 9 May 84, Am 21 July 05, Am 17 Feb 11]

F. Partial-Term Courses

Undergraduate courses offered for less than a full term (partial-term courses) must be approved by the Undergraduate Council. Graduate partial-term courses must be approved by the Division of Graduate Education, acting for the Graduate Council.

There must be a compelling pedagogical justification for offering partial-term courses. Departments offering partial-term courses must notify students at, or in advance of, the first course meeting about potential effects of failure to complete the course on financial support and withdrawal options. Departments must notify students that partial-term courses may have different study-list regulations (such as drop deadlines) than full-term courses, and that the regulations may vary by College or School.

Departments must provide counseling offices with enrollment information about partial-term courses. Departments must notify the Registrar's Office Scheduling Unit by the publication deadline to indicate in the Schedule of Classes that the course is a partial-term course. The number of weeks must be listed in the course description. The course must be offered within the quarter calendar.

G. Multiple-Term Courses

Multi-Term courses are not a series of courses. A multi-term course has one number and is a single course extending over more than one quarter in which evaluation of the student's performance is deferred until the end of the final term. [Divisional Regulation A-312](#) governs grading of multiple-term courses for undergraduate and graduate students. After the first term, a provisional grade of "IP" (in progress) is assigned and replaced by the final grade once the full course sequence is complete.

4. Grades

The work of all students at UCLA is reported in terms of grades. Faculty and staff should be familiar with all regulations and policies related to grading for undergraduate and graduate courses. [Divisional Regulations A-306 - A-315](#) govern the grading of undergraduate and graduate courses:

- General Grading Policies – [Regulation A-306](#)
- Grading of Undergraduate Students – [Regulation A-307](#)
- Grading of Graduate Students – [Regulation A-308](#)
- The "I" Grade – [Regulation A-309](#)
- The P and NP Grades for Undergraduate Students – [Regulation A-310](#)
- The S and U Grades for Graduate Students – [Regulation A-311](#)
- The IP Grade for Graduate and Undergraduate Students – [Regulation A-312](#)
- Correction of Grades – [Regulation A-313](#)
- Repetition of Courses – [Regulation A-314](#)
- The DR Grade – [Regulation A-315](#)

Per Divisional Regulation A-306, the Schools of Dentistry, Medicine, and Law shall develop their own grading codes for their respective professional programs. Please refer to the policies below:

- UCLA School of Dentistry – [Satisfactory Academic Progress Policy](#)
- UCLA School of Law – [Policies Concerning Grades and Grading](#)
- UCLA David Geffen School of Medicine – [Evaluation and Grading Policies](#)

IX. Contact Information

UCLA Academic Senate (Graduate and Undergraduate Council) <ul style="list-style-type: none"> • Proposal requirements • Proposal routing • Academic policies 	https://senate.ucla.edu/about/people#senate-staff-directory
Registrar’s Office <ul style="list-style-type: none"> • Program and curricular requirements • Catalog copy 	https://registrar.ucla.edu/faculty-staff/courses-and-programs
Division of Undergraduate Education <ul style="list-style-type: none"> • College Faculty Executive Committee (FEC) • Undergraduate Education Initiatives 	https://www.uei.ucla.edu/shared-governance/college-fec/ https://www.uei.ucla.edu/contact-us/
Division of Graduate Education	https://grad.ucla.edu/contact-us/directory/
UCLA School of Arts and Architecture	https://www.arts.ucla.edu/resource/about/directory/
UCLA School of Education and Information Studies	https://seis.ucla.edu/contact
UCLA School of Law	https://law.ucla.edu/about-ucla-law/leadership
UCLA Anderson School of Management	https://www.anderson.ucla.edu/about/our-leadership
UCLA David Geffen School of Medicine	https://medschool.ucla.edu/faculty-and-staff/faculty-executive-committee
UCLA Herb Alpert School of Music	https://info.schoolofmusic.ucla.edu/faculty/fec/
UCLA School of Nursing	https://nursing.ucla.edu/about/our-leadership
UCLA Luskin School of Public Affairs	https://luskin.ucla.edu/about#Contact-Us
UCLA Fielding School of Public Health	https://ph.ucla.edu/about/leadership
UCLA School of Theater, Film and Television	https://www.tft.ucla.edu/about/administrative-staff/