

SCOC Approval Overview and Requirements

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A summary of the requirements [and available resources](#) for submitting a course proposal is included in this page.

All course proposals must have:

- [Course action form](#) (this link to [the actual document](#) is not on the page about the course action form). A unit administrator will enter information from the CAF into the [Course Inventory Management System](#) (CIM)
- Syllabus for a 10-week academic year course (which conforms to [current guidelines](#)).
- SCOC does not approve summer only courses, with the [exception of modified, concentrated sequences](#)

If it will be an online or a mixed modality (includes both online and in-person instruction) course, proposers should also:

- fill out the CIM Online Course Questionnaire
- if applicable, provide a syllabus of the equivalent 10-week in-person course

If it will be a [General Education course](#), proposers should also:

- familiarize themselves with the [Guidelines for Approval of General Education Courses](#) and the [Introduction and Overview to General Education Course Learning Outcomes](#)
- fill out the CIM GE Course Questionnaire

If it will be an [Upper-division Writing Course](#), proposers should also:

- familiarize themselves with the [Guidelines for Upper-Division Writing Courses](#)
- fill-out the [Proposal for Upper-Division Writing Course](#)

If it will be a [Communication-Designated course](#), proposers should also:

- familiarize themselves with the [Guidelines for Communications Courses](#), which includes the CIM Questionnaire

If a regular session UCI course will also be offered through the Division of Continuing Education (DCE), proposers should also follow the policies for establishing [an undergraduate X or XI course](#).

Course Proposal Questionnaire and Course Syllabus Guidelines

All Courses

1. How do you anticipate that the specific course activities and assessments you've chosen align with your course learning objectives?
2. How will the activities and assessments be appropriate for the anticipated size of your course?
3. What measure(s) will you take to promote academic integrity in the course (such as proctoring or course design strategies)?

Online/Hybrid Specific Pedagogy & Implementation

Teaching a successful online course requires not only good pedagogy, but also familiarity with some additional technical requirements. This means that the instructor understands appropriate course design for online instruction, is proficient with the specific tools the course relies on, and is prepared to implement both of these effectively to meet the course's learning objectives.

1. Describe the structure of the course (i.e., how many hours of instruction per week will be online synchronous, online asynchronous and/or in-person). Explain why you have chosen these specific modalities for this course. While flexibility for students is a worthwhile justification for teaching a course online, course design should also demonstrate a benefit to student learning with regard to the online modality.
2. If a traditional version of this course already exists, how will students benefit from the online or mixed modality version in terms of the learning goals?
3. How will you evaluate student engagement throughout the course?
4. How will your students interact with their classmates? How will students interact with the instructor and TAs?
5. How will students interact/work with the online course content (for example, students will read and answer questions related to the reading, students will watch the lectures and write a short reflection, etc.)?

Inclusivity and Accessibility

We want to ensure that the students taking online courses are not significantly disadvantaged due to circumstances beyond their control. Situations can arise that impact online learning more directly than traditional in-person learning. For example, inconsistent access to a quiet space to watch course videos or video conference; unaffordable hardware or software requirements (especially if in addition to textbooks); older computers that can't run newer software; unstable home WiFi service; lacking the level of technical literacy (e.g. how to clear cache/cookies from a browser, cybersecurity) or preparation (only rudimentary knowledge of common programs such as MS Office or Google Docs) that the instructor assumes. These and other circumstances may inadvertently increase the "digital divide" between some students and others, on top of those

that already operate in traditional in-person courses. A suggested resource to consult is the [UCI Diversity, Equity, and Inclusion Course Design Rubric](#)

1. Describe workshops you've attended, materials you've consulted and/or meetings with instructional designers about best practices for inclusive online teaching. What practices will you implement in your course?
2. How have you made your videos and class materials accessible (e.g., captioning pre-recorded videos, providing transcripts, creating accessible documents/online sites, etc.)?
3. If there will be synchronous components to the course that require students to participate at pre-specified times, but *that are not explicitly listed in the UCI Schedule of Classes*, how will you accommodate those with scheduling constraints (e.g., living in other time zones, inflexible work schedule, child/elder care responsibilities or conflicts with other courses)?
4. How will you support students who have technical issues with some aspect of the course website or applications used in the course (e.g. create how-to handouts or videos, links to support websites or tutorials, practice assignments, deadline flexibility etc)?

Guidelines for Course Syllabi

A course syllabus is required for proposals for new courses, converting a course to a new delivery mode and reactivating a “sunset course”.

The submitted syllabus should be for a 10-week academic year course, as SCOC does not approve summer-only courses. The syllabus should be a close approximation of what you will give to your students, and be in a format that is accessible to SCOC members (*e.g.* in English, a PDF document). SCOC recognizes that a syllabus is a living document that will change over time. We assume that future iterations will remain faithful to the catalog description, learning objectives and expectations for academic rigor.

Your School/department/program committee may require additional information about how your course aligns with their curriculum goals.

The [Division of Teaching Excellence and Innovation](#) (DTEI, dtei@uci.edu) offers resources, workshops and consultations to assist with designing traditional, hybrid and online courses.

1. Course Information

1a. Course Number (if known) and Title

1b. Course meeting information and format. Expected meeting times, meeting format (in-person, online, mixed modality), or if the course is entirely asynchronous online. Describe the online components and mechanisms, the mode (synchronous vs. asynchronous), and the allotted time and mode for interactions between the instructor, TAs and the students.

1c. Instructor Information

- Instructor’s name. The instructor listed on the proposal must be ladder rank faculty (except for [X and XI designated courses](#) for the Division of Continuing Education).
- Instructor contact information
- Office Location and Office Hours. Indicate if you anticipate meeting in-person or online. [Instructors are required to have an office hour ([APM-25](#)). Additional scheduled hours and/or meetings by appointment are optional].

2. Course Description

2a. Briefly describe course content and goals. Descriptions should make clear how the course presents an integrated body of knowledge with a focus on core principles and theories. If the course focuses primarily on the development of skills or techniques, the description should describe whether skills/techniques are emphasized (a) as a means of learning, analyzing, and criticizing theories and principles, and/or (b) as an integral part of professional training in a

recognized professional curriculum (see also [UCI Definitions, Policies and Procedures for Course Development](#)).

2b. List specific course learning outcomes that will be assessed in the course. It may be useful to also consult the list of student [learning outcomes for individual majors](#), as well as [learning outcomes for General Education courses](#) (if applicable). DTEI offers consultations and resources to help faculty write learning outcomes.

3. Prerequisites. If applicable, explain what subject background and/or courses the student should be familiar with in order to comprehend the material presented in this course.

4. Required Materials

4a. Reading Lists/Texts: List the text(s) and/or readings that are required for the course, and if students will need to purchase them. Since SCOC can't access your Canvas page, please list the readings on the submitted syllabus. If the reading list is extensive, separate it into required and recommended. If applicable, provide direct links to the text or instructions on how to access the text.

Except for General Education courses that have required learning outcomes for the campus, SCOC does not evaluate course content. However, if there are no readings, or if the committee has questions about the source(s) of the course material, we may ask the instructor's School/department/program to confirm that the content is appropriate.

4b. Other materials. If applicable, list other materials students will be required to purchase such as Personal Protective Equipment (PPE) or art supplies.

4c. Technology requirements: If applicable, list general hardware (e.g. webcam) and software requirements, including instructions on accessing the tools, and available support resources for students.

Note: If you are requiring students to use a 3rd party online tool that is not already integrated into Canvas, be aware of potential privacy, security and/or FERPA issues.

4d. Technology support (not required but highly recommended, especially for online/hybrid).

Some suggestions for technical support resources

- [How to use Duo](#) (and how to still access Canvas if a student's phone runs out of battery or they lose their phone).
- A [password manager such as LastPass](#) which is free to UCI students.
- How to download the [VPN software](#) rather than use the weblink
- Anti-viral/anti-malware software

- A suggestion to make a back-up plan in case of a home WiFi outage (cell phone hotspot, friend's home, come to campus, go to a public library or Starbucks, some Irvine company apartment complexes have a business/study suite with WiFi)

5. Communication Expectations: Provide guidelines regarding how and when students should communicate with instructors and teaching assistants, and expectations regarding when they should receive a response. This may also include Classroom Etiquette, Course Conduct, and Netiquette.

6. Weekly Course Outline

6a. Provide a list of weekly or daily topics and the readings and/or text assignments associated with the topic. Specific topics may vary to some degree from quarter to quarter. This list should include those topics most likely to be covered in all offerings of the course, regardless of the instructor.

6b. Finals week activity. Courses must have a finals week activity during the 11th week of the quarter (with the exception of Laboratory and Studio classes) ([UCI Senate Regulation A465](#)). For courses that have multiple assessment activities, at least one of the activities should be scheduled during finals week.

Examples of finals week activities include:

- The final exam for courses that rely on exams for student assessment.
- The due date for the term paper or project in courses for which a term project or paper is required in lieu of a final exam.
- Student presentations in courses graded based on student presentations.
- Lab practical in courses graded based on student performance in laboratory.

7. Topical Outline for Other Course Components (Laboratories, Field Trips, Discussions, etc.): If applicable, provide a list of weekly or daily topics (and any associated readings) to be covered for these components and information about related requirements (forms, fees, etc.). Since the topics may vary, include topics most likely to be covered in all offerings.

Note: This is not for the syllabus, but you should be aware that

- When planning field trips or activities where students provide their own transportation, the office of [Risk Services](#) can help you with a liability waiver.
- When proposing a class that will have a fee ([Course Materials and Service Fee](#)), the fee is reviewed independently by the campus Budget Office and [requests are only reviewed annually](#).

8. Activities and Assessments

8a. A description of the course activities and assessments that will be assigned to ensure the total amount of work for the course will match the number of units proposed. The University of

California's unit value calls for one unit of credit for three hours of work (in-class instruction and/or outside course-related assignments) by each student per week ([UC Senate Regulation Chapter 4.1.760](#)). This amount of required work per credit unit is consistent with the WSCUC credit hour policy: [Credit Hour Policy Resources - WSCUC](#). (You may find this tool useful for estimating how much time students will ideally spend on different activities: <https://cat.wfu.edu/resources/tools/estimator2/>).

A typical four-unit lecture course is expected to be approximately 12 hours of work per week when averaged over the whole quarter, generally consisting of four instructor-student contact hours per week (e.g. 3-hrs in-class instruction and 1-hr discussion section) and the expectation that students will spend two hours doing preparatory or course-related work outside of class for each in-class hour. However, course structures can be very diverse, and the activities may vary greatly between courses. Thus, it's important to explain to students what activities you will use, how you will assess learning and how students should expect to allocate their time.

Please provide a description of activities (e.g. attending class, participation, reading prescribed materials, watching pre-class videos, writing, completing assignments, taking quizzes, reviewing for exams and quizzes, etc) and approximately how many hours students should expect to spend on those activities during a typical week. The total number of hours to complete the activities should add up to 12 hours per week or 120 hours during the quarter for a 4-unit course.

8b. If a course requires concurrent enrollment in more than one component (e.g. Lecture and Discussion, Lab and Lecture), describe what students should expect in each component. If applicable, if attendance is required and the expected format (in-person, online, synchronous, asynchronous).

- Clarification is needed when the number of course units *is more than* expected based on the anticipated workload. In such cases, the syllabus should include a description of the additional course activities or work that will be assigned (e.g. field trips, field work, community service learning etc) to ensure the total amount of work for the course will match the number of units proposed.

9. Grading: List and describe activities and assessments that will be the basis for determining grades (e.g., papers, problem sets, reports, examinations, participation, attendance, etc.) and the percentage of the course grade that corresponds to each of the items that are used to determine the grade. It is highly recommended (but not required) that instructors use more frequent and more diverse assessments than just a midterm and a final exam. DTEI offers consultations and resources for helping instructors align different types of activities and assessments with course learning outcomes.

10. Concurrent Enrollment (graduate/undergraduate): If a course will concurrently enroll undergraduates and graduate students, graduate-level assignments should be clearly distinct from undergraduate assignments and described with different goals in mind. Simply adding more of the same kind of work to graduate students is not sufficient. For example, undergraduates might write a short review paper while graduate students write an introductory chapter for a thesis.

11. Accommodations, Student Conduct and Integrity. The syllabus should include information about disability accommodations, expectations for student conduct and integrity, and copyright policy. DTEI can help you customize language and policies for your specific course needs.

- [Disability Services Center](#) has resources [for instructors](#) such as syllabus statements and information about testing accommodations, accessibility and universal design for learning.
- Office of [Academic Integrity and Student Conduct](#): it is highly recommended that you provide expectations for integrity and conduct that are specific to the activities and assessments in your course.
- University of California Copyright in the Classroom policy:
 - <http://copyright.universityofcalifornia.edu/use/teaching.html>
 - <https://copyright.universityofcalifornia.edu/resources/ownership-course-materials.html>

12. Additional Student Resources (Optional)

- Share links and information about campus resources, such as the [Center for Excellence in Writing and Communication](#), [Student Health Center](#), [Counseling Center](#), and more.
- Share strategies for students to be successful in your course.

Syllabus Template for Course Proposals

Before writing a syllabus for SCOC review, please [review the guidelines](#).

In this syllabus template (adopted from [a DTEL template](#)), sections highlighted in red are components that the SCOC specifically looks for. When submitting your syllabus, please name the file with your course name (e.g. BIOL 5 Anteater Evolution) and turn it into a PDF.

Some of the most common reasons for why a course proposal is sent back for revisions include:

- Lack of justification for 4-units if there is no discussion section.
- The following basic information is often missing from syllabi:
 - a senate faculty member with their contact information and class meeting times
 - a breakdown of how grades will be assigned
 - complete lecture schedule **with relevant reading assignments for each meeting or week**
 - Information about accommodations for students with disabilities or consequences for academic misconduct.
- Lack of pedagogical benefits to students for moving a course or discussion online
- Copying and pasting boilerplate text into CIM (course inventory management) without making sure that it really does align with the syllabus they submit.
- For courses with concurrent undergraduate and graduate enrollment, an inadequate distinction between undergraduate and graduate expectations and grading criteria. Ideally graduate expectations reflect a higher level of critical thinking.

[Course Code]: [Course Name] [(Qtr/Yr)]

Pointers for approaching your syllabus:

- 1) *Treat your syllabus as not only a contract between you and your students, but between you and your institution as well.*
- 2) *More is typically better*
- 3) *This is a good place to set the tone for your course. Be sure to cover your bases, but also try to spark interest for your students and give them a positive attitude towards your class. Motivate them on how best to succeed!*
- 4) *Try to break up the sections with some visual breaks (images, boxes, tables, etc.)*
- 5) *Feel free to use all the sections or add/remove as necessary for your course. Some additional sections you may consider include Quizzes, Key Dates (administrative)*
- 6) *If you are teaching an online course, be sure to clearly state how students will interact with you and how their knowledge will be assessed.*

Instructor	<i>[For a new course, the instructor must be ladder rank faculty]</i>
E-mail	<i>[Use your institutional e-mail address]</i>
Class Information	<i>[Day, time, location]</i>
Section #	

Office Hours	<i>[Day, time, location]</i>
Website	

Course description

Welcome your students to the course. You can state your broad course goals here. Is this course designed for majors or non-majors? Do you have any recommendations for other classes for students who want a more/less advanced course? Note: Stay positive and keep it student-centered!

Prerequisites

Are there any pre- or co-requisites for your course?

Student Learning Outcomes

After successful completion of this course, students should be able to:

Insert around 3 outcomes. Would you like them to focus on particular content? What about transferrable skills (critically think, communicate, etc.)? Carefully think about what level of Bloom's Taxonomy you would like to highlight here, and be sure to use active and concrete Bloom's verbs for your SLOs. SLOs should be student-centered, concrete, and observable/assessable. For a reference of Bloom's Taxonomy levels and verbs and an explanation of Bloom's Taxonomy, please visit

<http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf> and <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Information about this Online Course

If you are teaching an online course, here are some questions to consider answering:

- *Will you and the TAs be available on campus to answer questions face-to-face?*
- *By what means, and how extensively, will you and the TAs interact with the students (modes of interaction, time allotted for interaction, etc.)?*
- *By what means, and how extensively, will students interact with each other (modes of interaction, time allotted for interaction, synchronous vs. asynchronous, etc.)?*
- *If you have online synchronous meetings (e.g. on Zoom), how will you accommodate students who cannot attend?*
- *What mechanisms will be used to ensure integrity of student work?*

Required materials

Textbooks: Be sure to include the title, authors, and edition. Is the book required or recommended? Where can students purchase/obtain the book?

Special software: Name, manufacturer, version, operating system. Is it required or recommended? Will it also be available in campus computer labs?

Other materials: scantrons, notebooks, lab coat, goggles, art supplies etc.

If you are planning on using iClickers in your classroom, consider visiting

http://www.classroom.uci.edu/ars/iclicker_Syllabus_Template.docx for some phrasing for your syllabus.

How to Succeed

*Give the students a few steps for how best to succeed in your class. For example: play an **active** role in their education, come to class prepared (what does this mean?), focus on learning, etc. It is important to stay positive and make the steps simple and realistic. Are there any campus resources you think are important for your class (e.g. the Writing Center for a writing intensive class)?*

Time management

Explain how students should expect to spend their time during a typical week.

Remember that 1-unit of course work should represent approximately 3-hrs of student effort (including attending class).

Here is an example for a 4-unit class with a Discussion:

Activity	Approximate hrs/week
<i>Attend Lecture</i>	<i>3</i>
<i>Reading, studying for quizzes, exams</i>	<i>4</i>
<i>Pre-class quizzes</i>	<i>1.5</i>
<i>Weekly written reflections</i>	<i>0.5</i>
<i>Weekly problem sets</i>	<i>2</i>
<i>Attend Discussion</i>	<i>1</i>
<i>Total</i>	<i>12</i>

EEE/Canvas

Encourage your students to check the course website often. Give them a short guide on how the content is organized (modules, weeks, etc.). How often will the website be updated? Will they need to know how to take quizzes or use Dropbox?

Assignments

Give your students a brief overview on what they can expect in terms of assignments. Will they be in-class or take-home? Can they work in groups? What are you expecting them to do to demonstrate to you that they are learning the material? If you are giving free-response assignments, include details about word limits and legibility.

Exams

This is a section that draws a lot of attention, so be as specific as possible. Include information such as the number of exams, whether students are allowed notes (and how much), and scantron information. For large classes, you may want to mention here whether you would like your students to bring a recognizable photo ID to show you when they turn in their exams. You can also add some policies here, such as makeup exams or any avoidable penalties (arriving late, etc.).

100% Attendance and Completion of Assignments

If you would like to further encourage your students to attend all classes and complete all assignments, then you can offer an incentive here (extra credit, rounding, replacing lowest score, etc.). You can also add policies here, such as how this may help because the class is not curved.

How to Properly Contact Me

*Here is where you can lay down guidelines for how students can make sure you receive their e-mails. Instead of having a vague subject like “help”, encourage your students to use a format that you will recognize in your inbox. For example: **[Course Code]: [First name] [Last Name] – [Subject]**. Encourage your students to use proper grammar, and maybe include an example e-mail here detailing how to maintain professionalism.*

Resource:

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-afcf64ae0e4087#.1xcuo9rvq>

Academic Integrity

Outline your policies for academic integrity here. What will happen if a student is caught cheating? How many infractions will you allow? Including the following sentence is highly recommended: “Following the UCI academic integrity policy is a requirement to pass

this class." (for more information, please visit <https://aisc.uci.edu/students/academic-integrity/index.php>).

Regrades

Outline your guidelines for regrades here. Some things to consider are: a time limit for regrades (for example, 48hr after assignments are passed back), and what is needed to constitute a regrade (citing primary sources, word limits, formatting, etc.).

Student Behavior in Class

How do you expect students to behave in order to maintain a positive learning environment? Students should act in accordance to the UC Irvine Code of Student Conduct (<https://aisc.uci.edu/policies/pacaos/index.php>). What are your policies for students who do not act appropriately in class?

Attendance and Tardiness

This section is especially important for courses where attendance, including on the first day of class, is mandatory. Will students be dropped if they do not show up to the first day? If you have policies on tardiness, state them here. Will you have a sign-in sheet?

Disability Services

Accommodations for students eligible for disability services must be outlined here. Advise the students to contact the Disability Services Center (DSC, <https://dsc.uci.edu/>) and make the appropriate arrangement themselves. It is advisable to include a deadline for students early in the quarter.

Grading

How much do different assignments or activities contribute to the final grade? Number of points possible isn't required, but we do look at the % contribution to the final grade. We HIGHLY recommend having more diverse assessments than just midterms and a final. DTEI can help you with assessments for classes of any size.

Assignment or Activity	Points	% of total grade
Total		

Scale

Include the point/percentage breakdown for your course. This is a good place to state any curving/rounding policies, as well as any extra credit opportunities.

A	
B	
C	
D	
F	

Schedule & Readings

*For this section, include a week-by-week (minimum requirement) or lecture-by-lecture (better) schedule, including any readings. **A final exam or other finals week activity (term paper submission, presentation, etc.), is a Senate requirement.***

Week # (or lecture #)	Topic(s)	Readings
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Finals Week		