

## Course Proposal Form for Student-Facilitated Courses Directed Group Study (98 and 198)

*Read the instructions on the third page before completing and submitting this form. All fields are required.*

Date submitted			
Term to be offered			
Campus department			
Course title			
Course number (check one or both)	<input type="checkbox"/> 98 (LOWER DIVISION)	<input type="checkbox"/> 198 (UPPER DIVISION)	
Number of units		ATTACH a COMPLETED UNIT VALUE WORKSHEET (REQUIRED)	
Student facilitator name(s) <small>(List all student facilitators, attach an additional sheet if necessary)</small>			<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Student facilitator email address(es)			
Instructor of record name			
Instructor of record email address			

<b>Answer the first four questions <i>either</i> on a separate sheet or indicate the page number where the answers can be found in your syllabus, and mark your answers to questions five through seven:</b>	Check if on a separate sheet	or indicate syllabus page number
1. What is the nature of the subject matter or content of the course? (Include a weekly schedule that shows topics, readings, and assignments for each week.)	<input type="checkbox"/>	
2. What are the key learning outcomes? (What will students be expected to know or be able to do as a result of this course?)	<input type="checkbox"/>	
3. What are the methods of instruction (e.g., lecture, discussion, collaborative learning, etc.)?	<input type="checkbox"/>	
4. How will student performance be evaluated? (What will students be required to do to pass the class, and how much weight will each requirement have toward the final grade?)	<input type="checkbox"/>	
5. Is the faculty sponsor's letter of support attached? (Required)      Yes <input type="checkbox"/>		
6. Which UCFTTR* training has the student facilitator(s) attended? (All first time student facilitators must undergo training. Include training dates for all facilitators.) Facilitation & Collaborative Learning Strategies Workshop. List date (mm/dd/yy) attended: _____ <i>or</i> Facilitation Habits That Enhance Student Learning. List date (mm/dd/yy) attended: _____ <i>or</i> Three pillars of a Student-Centered Syllabus. List date (mm/dd/yy) attended: _____ <i>or</i> Other UCFTTR organized training (List name and date) _____		
7. Who is the <b>department staff person</b> that the student facilitator(s) has consulted with to verify any required department procedures? Staff name: _____		

\*Undergraduate Course Facilitator Training and Resources

<b>Signatures: My signature below acknowledges my responsibility for and approval of this proposal.</b>	
Student course facilitator(s)	Date
Instructor of record	Date
Department chair	Date

**NOTE:** The sponsoring department is responsible for the academic quality and administration of the course. See third page for submission instructions.

## WORKSHEET TO CALCULATE WORKLOAD AND RESULTANT UNIT VALUE

Department	
Course Title	
Student Facilitator Name	

The standard of the University of California for determining the unit value of a course is that one unit equals a minimum of three hours of work per week, or at least 45 total hours over a 15-week semester. This work includes time spent in class as well as time spent doing work outside of class. Note that the 15<sup>th</sup> week of instruction is RRR week, and regular classroom meetings are not scheduled.

The worksheet below is intended to aid the student facilitator and instructor of record in developing the course and determining its workload and unit value. Since group study courses can take more than one form, all of the categories below may not be relevant to every course. When adding hours in "Other" type be sure to explain what those hours are for. All work hours should be supported by information in the course syllabus.

Requirement	Total Hours
<b>In-class time</b> _____ hours per week X _____ weeks = _____	
<b>Reading</b> _____ hours per week X _____ weeks = _____	
<b>Writing Papers</b> _____ hours per week X _____ weeks = _____	
<b>Research/Study</b> _____ hours per week X _____ weeks = _____	
<b>Other:</b> _____ hours per week X _____ weeks = _____	
<b>Other:</b> _____ hours per week X _____ weeks = _____	
<b>Other:</b> _____ hours per week X _____ weeks = _____	
<b>Total:</b> _____	

≥45 hours = <b>1 unit</b>	≥90 hours = <b>2 units</b>	≥135 hours = <b>3 units</b>
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**Unit Value:**

*This form is required to be submitted to the Academic Senate along with the proposal form and syllabus*

## Course Proposal Form for Student-Facilitated Courses Directed Group Study (98 and 198)

**Instructions:** The course proposal form must be completed each semester by the sponsoring department for every student-facilitated 98 or 198 course offered for academic credit. **The department is responsible for the academic quality of the course and the submission of the proposal form to the Committee on Courses of Instruction (COCI).** It is also the department's responsibility to ensure that forms are completely and correctly filled out and that all required information is included. The form, these instructions, and checklists for student facilitators, instructors of record, and department chairs are available on the Special Studies website (<http://vcue.berkeley.edu/special-studies>).

On a separate sheet, student facilitators should provide a response to the first four numbered questions on the form. Please note: a well-written syllabus should address the first four questions; if the included syllabus does, please **indicate the page number on which the answer can be found, and also write the question number on the syllabus in the appropriate section.**

**Deadline:** The deadline for submitting the form to COCI is one month before the last day of instruction in the preceding semester (or summer). Individual department deadlines usually fall before COCI's deadline. **Late submissions**, if approved by the sponsoring department, must be accompanied by a letter from the department chair or dean (or their designate) clearly laying out the reasons for the lateness. Email is acceptable.

**Submission Instructions:** The sponsoring department should keep the original signed form and provide a copy to each of the following:

- **COCI**, Berkeley Division of the Academic Senate submitted via Proposal Portal <https://academic.senate.berkeley.edu/committees/coci/sfc>. Also attach a copy of the syllabus, answers to questions 1-4 (if not explicitly addressed in the syllabus), letter of support from the faculty sponsor, and the unit value worksheet.
- The relevant **dean** (if required by the dean)
- The **student facilitator**
- Optional: The Program for Democratic Education at Cal, 320 Eshleman Hall, if the facilitator wishes to affiliate and list the course with **DeCal**. For more information, visit <http://www.dec.al.berkeley.edu>. Note that DeCal is not affiliated with the Academic Senate and has different submission deadlines.

Departments may make arrangements for student facilitators to turn in the forms.

COCI will review proposals and copies will be kept on file in the Academic Senate. Due to the volume of submissions received, departments and facilitators will not be contacted to verify receipt of proposals or review by COCI. For questions about the form or directed group study courses, please contact the Academic Senate at (510) 642-4226 or [acad\\_sen@berkeley.edu](mailto:acad_sen@berkeley.edu).

### **Undergraduate Course Facilitator Training and Resources (UCFTR)**

The Student Learning Center's Undergraduate Course Facilitator Training and Resources (UCFTR) program offers a variety of facilitation and collaborative learning strategies workshops to support facilitators of any experience level in further honing their abilities to lead their 98/198 group study course. Attending any of the UCFTR's training activities by the Course Proposal Form deadline is required of all first-time facilitators. Information workshops do not count toward training. Returning facilitators are not required to undergo further training. See <http://slc.berkeley.edu/ucftr/> for more details.

- **Deadline for Training:** Some departments expect Facilitators to complete the training by their internal deadline, which may fall earlier than COCI's submission deadline.
- **Renewing Training:** Some departments require returning facilitators to renew their training prior to each semester they facilitate.

## Student Checklist for Student-Facilitated 98 and 198 Courses

Students who wish to initiate and facilitate a 98 or 198 course need to do the following:

1.  We have secured faculty sponsorship (an "instructor of record") and course approval in the semester (or summer) before the class is to be offered. Note that a letter of support from your faculty sponsor is required. The deadline for submitting proposals to the Committee on Courses of Instruction (COCI) is one month before the end of instruction in the preceding semester (or summer). A letter must accompany late submissions from the dean or department chair (or their designate) clearly laying out the reasons for the lateness. Email is acceptable.
2.  We know the role of the faculty member who serves as the instructor of record for student-facilitated special studies courses. Faculty responsibilities include:
  - a. ensuring that the course is within the scope of the department's academic program
  - b. approving the course syllabus
  - c. writing a letter of support to be included in the course proposal packet (See: Faculty Sponsor Letter of Support Instructions)
  - d. supervising and mentoring students who facilitate special studies courses
  - e. supervising and awarding all final grades
  - f. reporting grades to the Registrar
  - g. responding to and resolving complaints, conflicts, and grievances brought by students taking the course
3.  Each student facilitator has completed one of the many pedagogical trainings offered by the Student Learning Center's UCfTR by the Course Proposal Form deadline. See [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources) for more information.
4.  We are familiar with policies and procedures related to special studies courses, as described on the special studies website: <http://vcue.berkeley.edu/special-studies>
5.  We are familiar with policies and procedures related to academic accommodations for students with disabilities.   
[slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources)  
<http://dsp.berkeley.edu/about/policies-guidelines>  
<http://dsp.berkeley.edu/dspfaq.html>
6.  We confirm that this course proposal adheres to UC Regents and campus policies for courses. A link for many resources may be found on the UCfTR website: [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources)
7.  We confirm that the course proposal has explicit academic content and requirements, beyond classroom attendance, for receiving credit. In particular:
  - a. Students read, as part of the course, articles, books, and/or primary source documents that place the topic of the course in an academic context.
  - b. Students are required to write a paper or complete a project related to the content of the course.
  - c. Students are informed in writing about what they need to do to pass the course.
  - d. Check to see that the course schedule adheres to campus policies for RRR week. All 98/198 courses (including but not limited to DeCal courses) are permanently exempt from the final exam requirement. Assignments may be due the last week of classes, as long as they are not designated as final exams or assessments. In general, such assignments should not have significantly more weight than other assignments given during the semester.
8.  We have developed a written syllabus that includes:
  - a. outline of course content
  - b. reading list
  - c. statement of frequency of class meetings and schedule
  - d. clear description of assignments and requirements for passing the class (a syllabus template for student facilitated courses is available at: [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources))
  - e. key learning outcomes (what will students know or be able to do as a result of this course?)
  - f. methods of instruction
  - g. methods of evaluation of student performance (98/198 courses are exempt from the final exam requirement)For information on how to create a syllabus see: [http://teaching.berkeley.edu/sites/default/files/syllabus\\_components.pdf](http://teaching.berkeley.edu/sites/default/files/syllabus_components.pdf).
9.  In collaboration with the sponsoring faculty member we have:
  - a. Developed a plan for how the faculty member will provide supervision and mentoring. (The faculty member could observe your course, review your course materials, meet with you to discuss course progress, offer advice on teaching strategies, suggest readings about good teaching practices, among other options.)
  - b. Identified an appropriate course evaluation form to be administered to students at the end of the term.
  - c. Identified an appropriate evaluation form for you to submit at the end of the term to the faculty sponsor that addresses your experiences in coordinating the class.
  - d. Established a mechanism for keeping accurate records and documentation to support the awarding of credit to enrolled students.
  - e. Identified in advance the resources you will need for your course.
10.  We have completed the Special Studies Course Proposal Form and secured appropriate signatures.
11.  Once the above steps are completed, consider:
  - a. If desired, request of your sponsoring department to enroll in a 99/199 independent study course, if offered, supervised by the sponsoring faculty member. Note, you cannot enroll as a student in the course you are facilitating.
  - b. If desired, submit a copy of the approved course proposal form to list the course on the DeCal student organization website (<http://decal.berkeley.edu/>). For more information: <http://vcue.berkeley.edu/special-studies>

## Faculty Checklist for Student-Facilitated 98 and 198 Courses

Have you checked to ensure the following?

1.  I am available to provide support for the course. (Ultimately you are responsible for this course with the same level of obligation as for the courses you teach. Part of your obligation includes providing a letter of support for the course. If you do not have time to perform these duties, then you may want to reconsider sponsoring the course.)
  2.  The student has approached me the semester (or summer) before a class is to be offered to secure my approval and sponsorship. (The deadline for submitting proposals to COCI is one month before the end of instruction in the preceding semester (or summer). Late submissions must be accompanied by a letter from the dean or department chair (or their designate) clearly laying out the reasons for the lateness. Email is acceptable.)
  3.  I affirm that COCI has approved my department to offer a 98/198 course.
  4.  I affirm that the course number matches the content of the course (i.e, 98 for lower division and 198 for upper division).
  5.  I verify that the proposed course is in compliance with Academic Senate guidelines on unit values, is graded on a pass/ not pass basis, and has regularly scheduled meeting times.
  6.  I confirm that the proposed course has explicit academic content and requirements, beyond classroom attendance, for receiving credit. In particular:
    - a. Students read, as part of the course, articles, books, and/or primary source documents that place the topic of the course in an academic context.
    - b. Students are required to write a paper or complete a project related to the content of the course.
    - c. Students are informed in writing about what they need to do to pass the course.
    - d. Check to see that the course schedule adheres to campus policies for RRR week. All 98/198 courses (including but not limited to DeCal courses) are permanently exempt from the final exam requirement. Assignments may be due the last week of classes, as long as they are not designated as final exams or assessments. In general, such assignments should not have significantly more weight than other assignments given during the semester.
  7.  I confirm that this course proposal adheres to UC Regents and campus policies for courses. A link for many resources may be found on the UCFTTR website: [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources).
  8.  I have clarified the respective roles and responsibilities of the student course facilitator and myself as the instructor of record. In particular:
    - a. I have reviewed and approve of the course syllabus prepared by the student course facilitator. The syllabus includes an outline of course content, the reading list, states the frequency of class meetings, and clearly specifies assignments and the requirements, beyond classroom attendance, for obtaining a passing grade. (For more information on how to create a syllabus see: [http://teaching.berkeley.edu/sites/default/files/syllabus\\_components.pdf](http://teaching.berkeley.edu/sites/default/files/syllabus_components.pdf))
  - b. I have developed a plan for supervising the student course facilitator and reviewed this plan with the student course facilitator. (Supervision can take the form of in-class observations, review of course materials, and/or meetings with the student course facilitator, among other options.)
  - c. The student course facilitator and I have identified an appropriate course evaluation form to be administered to students at the end of the term.
  - d. The student course facilitator understands that I, as the instructor of record, am the one who has the responsibility for supervising the awarding of all final grades and for reporting the grades to the Registrar.
  - e. With the student course facilitator, I have established a mechanism for keeping accurate records and documentation to support the awarding of credit to enrolled students.
  - f. I, as the instructor of record, am aware that I am the appropriate person to respond to and resolve complaints, conflicts, and grievances brought by students taking the course.
  - g. I confirm that the student facilitator has or is scheduled to complete in one of the Student Learning Center's UCFTTR pedagogical training workshops by the Course Proposal Form deadline. (See: <http://slc.berkeley.edu/ucftr/>).
  - h. I confirm that the student course facilitator is not enrolled in the 98/198 class itself. Student facilitators may enroll in a 99/199 independent study course, if offered by the department, that you supervise.
  - i. I will take the steps needed to set up the course bCourses site for the student facilitator.
9.  I confirm that I have checked to see that my department can provide the resources needed for this course or are otherwise available (e.g., room space, course materials, technology requirements, etc).

### Next Steps:

1. Write a letter of support to accompany the course proposal. Please refer to the Faculty Sponsor Letter of Support Instructions.
2. Sign the proposal if it meets the criteria for approval.
3. Retain a copy for your files.
4. Submit the proposal to the department chair for review. The department chair must approve the proposal for the course to be offered.

For more information: [http://vcue.berkeley.edu/special\\_studies](http://vcue.berkeley.edu/special_studies)

## Department Chair Checklist for Student-Facilitated 98 and 198 Courses

This checklist is designed for use by department chairs (or equivalent) and designated department staff.

### Have you checked to ensure the following?

1.  I confirm that the course proposal has been submitted for my approval prior to the deadline of one month before the end of instruction in the semester (or summer) before the class is to be taught. (If the proposal is being submitted after the deadline a letter must accompany it from you (or your designate) clearly laying out the reasons for the lateness. Email is acceptable.)
2.  I confirm that the Committee on Courses of Instruction (COCI) has approved my department to offer 98 or 198 courses.
3.  I affirm that the instructor of record, per Academic Senate Regulation A205, is not supervising more than one Passed/Not Passed undergraduate course in any given term, exclusive of individual study or research courses, unless the Dean of the School or College in which the course is offered so has given approval to do so.
  4.  I confirm that my department is willing to provide appropriate administrative support for this course.
  5.  I confirm that the resources needed for this course can be provided by my department or are otherwise available to the student.

### Have you verified that the instructor of record has made the appropriate decisions on the following?

1.  I confirm that the course number matches the content of the course (i.e., 98 and 198 are group studies courses) and the material is lower (98) or upper (198) division in nature.
2.  I confirm that the proposed course is in compliance with Academic Senate guidelines on unit value, is graded on a Passed/ Not Passed basis, and has regularly scheduled meeting times.
3.  I confirm that this course proposal adheres to UC Regents and campus policies for courses. A link for many resources may be found on the UCFTTR website: [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources).
4.  I confirm that the proposed course has explicit academic content and requirements, beyond classroom attendance, for receiving credit. In particular:
  - a. Students read, as part of the course, articles, books, and/or primary source documents that place the topic of the course in an academic context.
  - b. Students are required to write a paper or complete a project related to the content of the course.
  - c. Students are informed in writing about what they need to do to pass the course.
  - d. Check to see that the course schedule adheres to campus policies for RRR week. All 98/198 courses (including but not limited to DeCal courses) are permanently exempt from the final exam requirement. Assignments may be due the last week of classes, as long as they are not designated as final exams or assessments. In general, such assignments should not have significantly more weight than other assignments given during the semester.
5.  I verify that the instructor of record has:
  - a. Reviewed and approved the most current version of the syllabus
  - b. Included a letter of support with a clear plan for mentorship.
  - c. Has established with the student course facilitator a mechanism for keeping accurate records and documentation to support the awarding of credit to enrolled students.
  - d. Has ensured that the student course facilitator is not enrolled in the 98/198 course itself. The instructor of record may enroll the student course facilitator in a 99/199 course that s/he will supervise.

### Next Steps:

1. Sign the course proposal form if it meets the necessary criteria for approval.
2. Retain the original approved proposal with your department records.
3. Send a copy of the approved proposal form to the Committee on Courses of Instruction ([academic-senate.berkeley.edu/committees/coci/sfc](http://academic-senate.berkeley.edu/committees/coci/sfc)).
4. Provide your dean with a copy of the approved proposal form, if required.
5. Provide the student with a copy of the approved proposal.

For more information: [http://vcue.berkeley.edu/special\\_studies](http://vcue.berkeley.edu/special_studies)

## Faculty Sponsor Letter of Support Instructions for Student-Facilitated 98 and 198 Courses

Instructors of record must accept specific responsibilities when agreeing to supervise a student-facilitated course. The Committee on Courses of Instruction (COCI) has provided an FAQ (<http://academic-senate.berkeley.edu/committees/coci/sfc/faq-ior>). If you are willing to accept these responsibilities, please verify as such by providing a letter of support for the course proposal.

**Instructions:** Attach a letter of support written on departmental letterhead. In this letter, briefly (1-2 sentences per question) respond to the following five questions:

1. How long have you known the student facilitator and in what context?
2. What is the process through which you mentored the development of the syllabus?
3. What is the academic value of the course (keeping in mind that topics need to engage with scholarly literature or have a substantive creative or technical component)?
4. Have you reviewed the course syllabus to make sure that it adheres to university policies (e.g., policies on the use of illegal substances, policy against intolerance, fees for courses, student activities, etc)? A link for many resources may be found on the Student Learning Center's Undergraduate Course Facilitator Training and Resources (UCFTR) website: [slc.berkeley.edu/programs/ucftr-resources](http://slc.berkeley.edu/programs/ucftr-resources).
5. What is your plan for supervision over the course of the semester the class is being offered (i.e., plan to meet weekly, observe the class, maintain class records, etc)?