

Departmental Application for Student-Facilitated (98/198) Course

Course Information

This is a: New course Repeat course For the: Fall Semester Spring Semester Year: _____

Course Title:

Instructor of Record:

Student Facilitator Information

Full Name:	#1)	SID #:	#1)
	#2)		#2)
	#3)		#3)
Email Address:	#1)	Phone #:	#1)
	#2)		#2)
	#3)		#3)

Course Scheduling Information

Units:		Check if unit value worksheet is attached <input type="checkbox"/>	Estimated Enrollment:	
Times (Day and Hour) when the class can meet - please provide 3 options:				
1st choice day:		1st choice time:		
2nd choice day:		2nd choice time:		
3rd choice day:		3rd choice time:		
Special room needs:				

Application Packet Checklist

- Syllabus
- Complete Course Proposal Form with all 3 signatures
- Instructor of Record Responsibilities form signed by faculty sponsor

FOR DEPARTMENT USE ONLY

98 CCN		Section #		Day		Time		Room	
198 CCN		Section #		Day		Time		Room	
Approved for Dept. by:	Name & Title:								
	Signature:							Date:	

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)	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	
STUDENT FACILITATOR EMAIL ADDRESS(ES)		
INSTRUCTOR OF RECORD NAME		
INSTRUCTOR OF RECORD EMAIL ADDRESS		

Answer the first four questions on a separate sheet or indicate the page number where the answers can be found in your syllabus (see instructions), and mark your answers to questions five through seven:	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.)		
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?)		
3. What are the methods of instruction (e.g., lecture, discussion, collaborative learning, etc.)?		
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?)		
5. Is the faculty sponsor's letter of support attached? <input type="checkbox"/> YES <input type="checkbox"/> NO		
6. Which UCFTR*/SLC* training has the student facilitator attended? <input type="checkbox"/> Start-up Workshop or <input type="checkbox"/> Craft of Facilitating course - List date attended: _____ <input type="checkbox"/> Or other UCFTR organized training (List name and date) _____		
7. Has the student facilitator consulted with the appropriate department staff person to verify any required department procedures? <input type="checkbox"/> YES (Staff name: _____) <input type="checkbox"/> NO		

*Undergraduate Course Facilitator Training and Resources/Student Learning Center

Signatures: My signature below acknowledges my responsibility for and approval of this proposal.	
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 15th 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
In-class time	hours per week ×	weeks =	
Reading	hours per week ×	weeks =	
Writing papers	hours per paper ×	papers =	
Research/study	hours per week ×	weeks =	
Other: _____	hours per week ×	weeks =	
Other: _____	hours per week ×	weeks =	
Other: _____	hours per week ×	weeks =	
Total:			

≥45 hours = 1 unit	≥90 hours = 2 units	≥135 hours = 3 units
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Unit Value:

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, 320 Stephens Hall #5842. 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://decal.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.

Craft of Facilitating Course and Start-Up Workshops

The Student Learning Center's Undergraduate Course Facilitator Training and Resource (UCFTR) Center offers a 2- or 3-unit course for student facilitators: Education 97/197, The Craft of Facilitating. This course can be taken concurrently or prior to the semester in which the course will be offered. The UCFTR Center also offers 1.5-hour start-up workshops several times per semester. Both the course and the workshop offer students assistance with developing a syllabus and learning to facilitate. Attendance at a workshop, the course, or other any other training sponsored by UCFTR is required. Student facilitators must complete a training or be enrolled in Education 97/197 prior to facilitating a course for the first time. See <http://slc.berkeley.edu/ucftr/> for more details.

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. I 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. I 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. I have attended one of the many pedagogical trainings offered by the Student Learning Center's Undergraduate Course Facilitator Training and Resources (UCFTR) or enrolled in the "Craft of Facilitating" course also offered by the Center. (The workshops are structured to help you design and facilitate a successful course. The course provides unit credit. More information at: <http://slc.berkeley.edu/ucftr/>).
4. I am familiar with policies and procedures related to special studies courses, as described on the special studies website: <http://vcue.berkeley.edu/special-studies>
5. I am familiar with policies and procedures related to academic accommodations for students with disabilities.
<http://slc.berkeley.edu/resources>
<http://dsp.berkeley.edu/about/policies-guidelines>
<http://dsp.berkeley.edu/dspfaq.html>
6. 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 UCFTR website: <http://slc.berkeley.edu/resources>.
7. I 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. I have developed a written syllabus that includes the:
 - 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: <http://slc.berkeley.edu/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.
9. In collaboration with the sponsoring faculty member I 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. I 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 be enrolled in a 99/199 independent study course, if offered, supervised by the sponsoring faculty member or enroll in EDUC 197, sec 12, "Craft of Facilitating". Note, you cannot be enrolled 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: <http://slc.berkeley.edu/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)
- Note: The Undergraduate Course Facilitator Training and Resources Center (UCFTTR) can provide support and resources as well (see: <http://slc.berkeley.edu/ucftr/>).
- 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 participate in one of the Student Learning Center's Undergraduate Course Facilitator trainings, workshops, or courses to prepare for their role as a course facilitator (<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 receive credit by enrolling in a 99/199 course that you supervise, or by enrolling in the SLC's "Craft of Facilitating" course.
 - 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>

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?

- 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.)
- I confirm that the Committee on Courses of Instruction (COCI) has approved my department to offer 98 or 198 courses.
- 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.
- I confirm that my department is willing to provide appropriate administrative support for this course.
- 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?

- 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.
- 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.
- 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 UCFTR website: <http://slc.berkeley.edu/resources>.
- I confirm that the proposed course has explicit academic content and requirements, beyond classroom attendance, for receiving credit. In particular:
 - 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.
 - Students are required to write a paper or complete a project related to the content of the course.
 - Students are informed in writing about what they need to do to pass the course.
 - 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.
- I verify that the instructor of record has:
 - Reviewed and approved the most current version of the syllabus.
 - Included a letter of support with a clear plan for mentorship.
 - Has established with the student course facilitator a mechanism for keeping accurate records and documentation to support the awarding of credit to enrolled students.
 - Has ensured that the student course facilitator is not enrolled in the course. The instructor of record may enroll the student course facilitator in a 99/199 course that s/he will supervise. Or the student may enroll in EDUC 97/197, sec 12 "The Craft of Facilitating" which is a field studies course.

Next Steps

- Sign the course proposal form if it meets the necessary criteria for approval.
- Retain the original approved proposal with your department records.
- Send a copy of the approved proposal form to the Committee on Courses of Instruction (Academic Senate, 320 Stephens Hall, MC 5842).
- Provide your dean with a copy of the approved proposal form, if required.
- Provide the student with a copy of the approved proposal.

For more information: <http://vcue.berkeley.edu/special-studies>

Faculty Checklist for Student-Facilitated 98 and 198 Courses

1. Verify eligibility:

- Student has approached you the semester (or summer) before a class is to be offered to secure your approval and sponsorship. The deadline for submitting proposals to the Committee on Courses of Instruction is one month before the end of instruction in the preceding semester (or summer). **The School of Social Welfare does not accept any late submissions.**
- The content of the proposed course is within the scope of our department's academic program.
- Proposed course is in compliance with Academic Senate guidelines on unit values according to Unit Value Calculation Worksheet, which must be included in application packet.
- Proposed course has regularly scheduled meeting times.

2. Review and approve explicit academic content and requirements:

- 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.
- Students are required to write a short paper (or papers) that deal with the readings or the readings in relation to the students' experiences.
- Students are informed in writing about what they need to do to pass the course.

3. Clarify respective roles and responsibilities of student course facilitator and instructor of record:

- You have reviewed and approved the course syllabus. The syllabus includes an outline of course content, the reading list, states the frequency of class meetings, and specifies clearly assignments and the requirements, beyond classroom attendance, for obtaining a passing grade.

- You have developed a plan for supervising the student course facilitator and reviewed this plan with the student course facilitator.
- You and the student course facilitator have identified an appropriate course evaluation form to be administered to students at the end of the term.
- The student course facilitator understands that you, as the instructor of record, are the one who has the responsibility for supervising the awarding of all final grades and for reporting the grades to the Registrar.
- You and the student course facilitator have established a mechanism for keeping accurate records and documentation to support the awarding of credit to enrolled students.
- You understand and agree that student facilitators and participating students of Social Welfare Special Study classes are responsible for confirming the accuracy of all enrollments prior to the Semester Deadline for adding and dropping courses. The Department will not support late adds or drops if enrollment mistakes are not resolved by that deadline.
- You, as the instructor of record, are aware that you are the appropriate person to respond to and resolve complaints, conflicts, and grievances brought by students taking the course.
- You ask that the student course facilitator participate in the Student Learning Center's Undergraduate Course Facilitator Training and Resources office's Start Up Workshops and/or enroll in the SLC's "Craft of Facilitating" course (Education 97/197, Section 12) (<http://slc.berkeley.edu/ucftr/>).
- The student course facilitator **is not enrolled in the 98 or 198 class itself**. Student facilitators may receive credit by enrolling in a 99/199 course that you supervise, or by enrolling in the SLC's "Craft of Facilitating" course.

AFTER REVIEWING THIS LIST:

If the proposed course meets the criteria for approval, please sign the Instructor of Record Responsibilities on reverse **and** the Course Proposal Form, and return both to the student facilitator to submit for final departmental approval.

Instructor of Record Responsibilities for Student-Facilitated Courses

Instructors of record must accept specific responsibilities when agreeing to supervise a student-facilitated course.

Please review the Faculty Checklist on the reverse side.

If you are willing to accept these responsibilities, please verify that you agree to the following statements by checking each section below. **This completed form should be included in the course proposal.**

- I have reviewed and approved the attached syllabus and ensured that the course has explicit academic requirements. The syllabus includes an outline of course content and a reading list, states the frequency of class meetings, and clearly specifies assignments and the requirements (which must exceed classroom attendance) for obtaining a passing grade.
- I have developed a plan for supervising the course facilitator and reviewed this plan with him or her. The plan is as follows (or attach separate sheet):

- The course facilitator and I have established a mechanism for keeping accurate records and documentation to support the awarding of credit to enrolled students.
- The content of the proposed course is within the scope of my department's academic program, or, if not, the course is being offered in my department for the following reason:

- I am sponsoring only one student-facilitated course this semester, or have obtained permission from the cognizant dean to sponsor more than one.

Course Title

Student Facilitator Name

Instructor of Record Signature

Date Signed