

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 second 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 STUDENTS)	<input type="checkbox"/> 198 (UPPER DIVISION STUDENTS)	
NUMBER OF UNITS		<input type="checkbox"/> CHECK IF UNIT VALUE WORKSHEET IS ATTACHED	
STUDENT FACILITATOR NAME(S)			
STUDENT FACILITATOR EMAIL ADDRESS(ES)			
INSTRUCTOR OF RECORD NAME			
INSTRUCTOR OF RECORD EMAIL ADDRESS			

Answer the first five 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 six and 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. How will the instructor of record supervise the student course facilitator(s)?		
6. Has the student facilitator attended a UCFTTR*/SLC* Start-Up Workshop? or taken a Craft of Facilitating course?	<input type="checkbox"/> YES <input type="checkbox"/> YES	<input type="checkbox"/> NO <input type="checkbox"/> NO
7. Has the student facilitator consulted with the appropriate department staff person or website to verify any required department procedures? <input type="checkbox"/> YES (Print name: _____) <input type="checkbox"/> NO		

*Undergraduate Course Facilitator Training and Resources/Student Learning Center

Signatures: My signature below acknowledges my responsibility for this course.	
STUDENT COURSE FACILITATOR(S)	DATE
INSTRUCTOR OF RECORD	DATE
DEPARTMENT CHAIR	DATE

See second page for submission instructions.

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-initiated 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. However, departments may make arrangements for student facilitators to turn in the forms. The form, these instructions, and checklists for student facilitators, instructors of record, and department chairs are available on the Special Studies website (<http://vpapf.chance.berkeley.edu/specialstudies/index.html>).

On a separate sheet, student facilitators should provide a response to each of the first five questions listed 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**. The fifth question is not included in a syllabus, so this question should be answered on a separate sheet. Questions six and seven should be answered on the form. The worksheet to determine unit value is available at <http://academic-senate.berkeley.edu/committees/coci/sfc>.

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 the seven questions, and workload worksheet (if completed).
- The cognizant **dean** (if required by the dean)
- The **student facilitator**
- Optional: The Program for Democratic Education at Cal, 112 Hearst Gym, Station 15, if the facilitator wishes to affiliate and list the course with **DeCal**. For more information, visit <http://www.decal.org>. Note that DeCal is not affiliated with the Academic Senate and has different submission deadlines.

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 or course is highly encouraged (and may be required by the department). See <http://slc.berkeley.edu/ucftr/> for more details.

Student Checklist for 98 and 198 Courses

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

1. Secure faculty sponsorship (get an "instructor of record") and course approval in the semester (or summer) before the class is to be offered. 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). 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.
2. Know the role of the faculty member who serves as the instructor of record for student-initiated 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. supervising and mentoring students who coordinate special studies courses
 - d. supervising and awarding all final grades
 - e. reporting grades to the Registrar
 - f. responding to and resolving complaints, conflicts, and grievances brought by students taking the course
3. Consider attending pedagogical workshops offered by the Student Learning Center's Undergraduate Course Facilitator Training and Resources. These workshops are structured to help you design and teach a successful course:
<http://slc.berkeley.edu/ucftr/>
4. Consider enrolling in the "Craft of Facilitating" offered by the Student Learning Center's Undergraduate Course Facilitator Training and Resources. This course provides unit credit.
<http://slc.berkeley.edu/ucftr/>
5. Become familiar with policies and procedures related to special studies courses, as described on the special studies website:
<http://education.berkeley.edu/specialstudies>
6. Become familiar with policies and procedures related to academic accommodations for students with disabilities.
<http://dsp.berkeley.edu/berkacompolicy.html>
<http://dsp.berkeley.edu/dspfaq.html>
7. Make sure that your 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 short paper (or papers) that deal with the readings or the readings in relation to the students' experiences.
 - c. Students are informed in writing about what they need to do to pass the course.
8. Develop a written syllabus that includes the:
 - a. outline of course content
 - b. reading list
 - c. statement of frequency of class meetings
 - d. clear description of assignments and requirements for passing the class
 - e. key learning outcomes (what will students know or be expected 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)
See <http://teaching.berkeley.edu/bgd/syllabus.html> for information on how to create a syllabus.
9. In collaboration with the sponsoring faculty member:
 - a. Develop 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. Identify an appropriate course evaluation form to be administered to students at the end of the term.
 - c. Identify 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. Establish a mechanism for keeping accurate records and documentation to support the awarding of credit to enrolled students.
 - e. Enroll, if you wish, in a 99/199 independent study course supervised by the sponsoring faculty member; you cannot be enrolled in the course you are facilitating.
 - f. Obtain a room assignment from your sponsoring department scheduler before instruction begins.
 - g. Talk with your faculty sponsor about the resources you will need for your course.
10. Complete the Special Studies Course Proposal Form and secure appropriate signatures.

For more information:
<http://vpapf.chance.berkeley.edu/specialstudies/index.html>

WORKSHEET TO CALCULATE WORKLOAD AND RESULTANT UNIT VALUE

Department	
Course Title	
Student Facilitator Name	

The requirement of the University of California for determining the unit value of a course is that one unit equals three hours of work per week, or about 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. Requirements should be reflected in the 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:

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