**Graduate Course Approval Supplemental Form**

Please provide a response addressing each of the following:

1. Who is the intended audience for this course (e.g., first year graduate students, advanced graduate students)?
2. What is the nature of this course?
3. Does this course have unusual resource requirements, including course support and specialized facilities for divisional review? Yes or No? If yes, please provide justification.
4. Does this course replace or supersede an existing course or courses? Yes or No? If yes, please provide justification.
5. Is this course similar to, or does it overlap with, another course on campus? Yes or no. If yes, can a student receive credit for both courses, and why?
6. Will this course be taught in conjunction with a lower division course? Yes or no?

If yes, please continue below. If no, this form is completed, and can be sent to [instruct@rt.soe.ucsc.edu](mailto:instruct@rt.soe.ucsc.edu) along with the Course Proposal form, and your syllabus.

If the course is to have graduate students and undergraduate students taught in conjunction, you must clarify how the proposed course has clearly differentiated and unique performance criteria, requirements, and goals. According to Systemwide Academic Senate Regulation 762, “No student, by merely performing additional work, may receive…graduate credit for any undergraduate course. Related courses may share lectures, laboratories, or other common content but must have clearly differentiated and unique performance criteria, requirements, and goals.” Please upload a syllabus (or syllabi) with the button at the end of the Syllabus Requirements section that makes these distinctions clear.

6a. What are the clearly differentiated and unique goals of the graduate course?

6b. What are the clearly differentiated and unique requirements of the graduate course?

6c. What are the clearly differentiated and unique performance criteria of the graduate course?

Syllabus requirements

**Syllabus requirements**

If the uploaded syllabus is missing one or more of the elements below, course approval will be delayed until a completed syllabus is submitted.

For best practices, please refer to[CITL](https://citl.ucsc.edu/teaching-resources/designing-courses-syllabi/), IRAPS [Course Learning Outcomes](https://iraps.ucsc.edu/assessment/course-learning-outcomes.html); and [Programming Outcomes by Division](https://iraps.ucsc.edu/assessment/plos_by-division.html), and [DRC](https://drc.ucsc.edu/faculty-and-staff/fac-staff-overview/syllabus-statement.html), particularly for learning outcomes, course pacing, and grading structures.

* Learning outcomes or objectives (it is recommended that at least one align with your program’s learning outcomes)
* Nature of assignments/assessments (projects, homework, written assignments, quizzes, exams, etc.) and how these connect to the course learning objectives
* How assessments add up to a final grade
* Nature of final exam or project
* Weekly schedule for course materials
* Student hours for class: Systemwide Senate Regulation 760 specifies that one academic credit corresponds to a total of 30 hours of work over a quarter (e.g. 3 hours per week for a 10-week quarter)
* Policies on collaboration, citation, and academic integrity with links to resources on correct practice
* Notifications for student support resources: [DRC](https://drc.ucsc.edu/faculty-and-staff/fac-staff-overview/syllabus-statement.html), [CARE](https://care.ucsc.edu/who-we-are/about-care.html), and [Title IX](https://titleix.ucsc.edu/resources/syllabi-disclosure-statement.html)