**Instructor Contract**

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Home

Select “Instructor Contract” above (or Learn More below) for the codicils to our instructors’ contracts. Here you will find an expression of your rights, our expectations and mutual responsibilities regarding instruction at UCLA Extension. The material presents details on employment, academic administration, intellectual property, conduct, facilities and safety.

About UCLA Extension

UCLA Extension is one of the nation’s largest single-campus continuing education programs, each year attracting 100,000 enrollments made by 40,000 students responding to our unique open-enrollment student-demand-driven model. Of these 40,000, 8,000 are candidates making progress toward certificates in over 120 different professional and academic specializations. Many of these 40,000 will apply newly developed skills at their workplace thus contributing to our collective economic well-being. We hope all whom we reach will be enriched in their intellectual lives – students and instructors alike have much to learn much from one another. The particular province of Extension—continuing higher and professional education—advances the mission of the University of California, which is:

- to conduct research for the creation and dissemination of new knowledge;
- to provide instruction from the undergraduate level to the most advanced graduate level;
- to provide public service.

As an entirely self-supporting not-for-profit division of UCLA, Extension receives no state funding. Our work – your work – is teaching within this broader context of self-sustaining public service. Click here for more information about our mission and history.

Phone Listing

If your class is expected to convene in a traditional classroom, we recommend you program your cell phone with numbers important to the venue prior to your first class meeting:

Your Program Rep: (310) ___ - _______

Campus Escort Service (Dusk to 1 am): (310) 825-1493
UCLA PD (serious non-emergencies): (310) 825-1491

*Dial 911 for emergency services from any classroom location to connect with local fire, medical and law enforcement dispatch.

AV Help Desk (310) 825-4131
Audio visual, room lockouts, HVAC adjustments (UCLA/Westwood):
Center Coordinators:

Extension Administration Building: (310) 206-1559 eab@uclaextension.edu
Lindbrook Center/Gayley Center: (310) 794-3176 elc@uclaextension.edu
1010 Westwood: (310) 794-3739 ewc@uclatextension.edu
Figueroa Courtyard: (213) 253-9838 efc@uclaextension.edu
Gayley Center: (310) 206-2573
  GayleyCenter@uclaextension.edu

Lost and Found/UCLA Campus: (310) 825-1227
Lost and Found/Extension Centers (310) 825-3512

Payroll/UCLA Extension: (310) 206-4835
Lu Valle Commons Bookstore (310) 825-7238
Academic Records (Grade Changes) (310) 825-4850
Academic Content Coor.(Copyright) (310) 825-6536
Dean’s Office (Student Misconduct) (310) 825-2362
Media Relations (310) 825-7729
Services for Students w/ Disabilities (310) 825-7851
Office of Instructional Enhancement (310) 825-4851
  (Training/Orientation/Consulting)
Employment

Within the UC system and at UCLA there are many terms used to describe the roles of people who perform different combinations of teaching and research. Professor, faculty, lecturer, visiting scholar, researcher, adjunct and instructor are all in use. As you can probably imagine, there is great sensitivity about the proper use of title and the description-of-role at doctoral-granting universities with high volume research such as UCLA. The title and role for those teaching at UCLA Extension is instructor.

There are three types of working relationship for instructors teaching at UCLA Extension: 1) By-Agreement/On Payroll (known hereafter as “by agreement”); 2) those acting as an Independent Contractor; and 3) those with an Annual Renewable Contract. By far, the vast majority of our instructors are by agreement, so called because they are on University payroll but execute a separate agreement for each class taught.

By Agreement. UCLA Extension is renowned for its draw on teaching, business and artist communities. It is largely the extramural experience of our instructors that keeps the content in the Extension classroom grounded in real-world practice and therefore fresh and relevant for our demanding students. We deem it a strategic advantage and a feature of our pedagogy to employ those with professional engagements elsewhere, and for whom a teaching assignment here is a passionate but part-time experience. By Agreement instructors are on payroll, but are limited to 432 podium hours per year which is the equivalent of three full 4-unit courses in each of the four academic quarters.

Independent Contractor. Independent Contractors also teach by agreement for each class taught, but they are not on payroll. UCLA Extension will use independent contractors, particularly when a new class is desired in an emerging field and there are few qualified professionals available for hire. We also use the Independent Contractor model for special guest speakers who makes presentations on special topics no more than 12 times in a year. To ensure conformance with applicable tax and employment law, prospective Independent Contractors are asked to complete a pre-hire worksheet to screen for compliance with UC policy (and employment and tax law); and to present proof of commercial liability insurance ($1M per occurrence and not less than $2M aggregate). Services that are dependent on having an employment relationship, such as a Bruin Online account, are not available. Independent Contractors are limited to 288 podium hours per year, which is the equivalent of two full 4-unit courses in each of the four academic quarters.

Annual Renewable Contract. Under the very rare circumstance where there is predictable, sustained and heavy demand for core instruction, Extension may recruit and appoint full-time salaried instructional personnel with annual renewable contracts. These instructors are full-time employees on payroll who do not sign separate agreements for each course they teach. Nor are they constrained in the number of podium hours to which they may be assigned – they work a standard work week, usually in a daytime program. They are entitled to complimentary enrollment as a benefit under the staff employee provisions, rather than the instructor provisions. Becoming an instructor with an annual renewable contract is not an option for prospective or current
by agreement instructors – it is a relationship that arises when Extension determines that the market, the budget and the nature of the instruction will optimize with the assignment of full-time instructional personnel.

General terms and conditions of instruction apply equally to the three types of instructor. In addition to the material found on this site, the signature page of your contract will include the course schedule, the location of instruction, and details about payments to be made to you.

Cancellation

UCLA Extension reserves the right to cancel a class due to low enrollment or in case of an emergency. To be sustainable, each class is required to have a minimum number of paid enrollments. You will be contacted by your program rep if there is not a sufficient number of students or if we have an emergency such as flood or fire that preempts your meeting. If your department decides to cancel your class, our contract cancels.

Course Authors

UCLA Extension retains the services of course authors who have the same employment status as any by-agreement instructor. Rather than teach, their contracts call for composition of materials to be used by instructors, such as online lectures, slides, presentations, syllabi, problem sets and exams – even whole curricula. The principal provisions of their agreements treat issues of intellectual property – whether the materials will be owned by the University because we have commissioned them as a work made for hire, or that the author has granted, assigned and transferred to UCLA Extension rights, title and interest in their works. It is not uncommon for our by-agreement instructors to deliver an entire course using material from our growing library of lectures and materials.

Payment

Extension’s by-agreement instructors are paid monthly for work rendered in the previous month. As noted when you came aboard, instructors are typically paid on the first of each month for services provided in the previous month. For example, payment is made February 1 for service provided in January. The exception to this is when your class begins in the second half of the month (16th – 31st). In this case, the first payment is made in 1 ½ months. If the class begins January 18, your first paycheck will be issued March 1. If you are teaching more than one class, payments will be combined. Payments for training we have mandated or for services rendered as a Course Author will also be disbursed with these factors in mind.

If you have a regular University of California appointment, payment is included with your regular University check. You will find payment detail for your Extension work itemized separately on your Earnings Statement found on the AtYourService website.

If you are an independent contractor, you will receive payment as a vendor from UCLA’s Accounts Payable system in response to your invoice. Payment will be disbursed in a lump sum after full service has been delivered.
As noted before, UCLA Extension reserves the right to cancel a course due to low enrollment or in the case of an emergency. If your class cancels our contract cancels and no payment will be made unless the class was to have been presented by you for the first time in which case you will be paid an honorarium. If your class is cancelled after it has begun, you will be paid for the portion actually taught.

**Defined Contribution Plan (DCP)**

*Reminder:* When you completed your hiring documents, we advised you that the University of California offers eligible employees a tax-deferred retirement plan under Section 401(a) of the Internal Revenue Code. The DCP provides supplemental retirement benefits based on each employee’s contributions, plus any earnings. Enrollment in the plan is mandatory and is a condition of employment for by-agreement instructors and course authors, and those teaching under annual renewable contracts. Contributions are automatically invested in the UC-managed Savings Fund; however, participants may direct future contributions to one of the UC-managed investment funds or to Fidelity Investment Mutual Funds.

For most instructors, participation in the DCP may prevent contributions to a traditional IRA from being tax-deductible. We encourage you to check with your tax advisor.

In addition to contacting Extension’s Budget and Financial Services Department, you may contact UC Benefits Customer Service at (800) 888-8267 regarding the DCP.

**Privacy – Making and Keeping Contact**

*Your privacy is important to us.* Through the Instructor Portal or at your point of hire, you provided contact information such as preferred phone, email addresses and a mailing address. Our administrative staff use this information to stay in touch. For each of these fields, you indicated whether you permitted its release to other parties who might contact us looking for you. If the release field is checked, we will provide the contact information to current, former and prospective students and to other Extension instructors. If none of the fields are checked, we will take a message and let you know who has attempted to contact you. To change the values in these fields, log in to the Instructor Portal or contact your program rep.

You will be able to view rosters of your students both within the Canvas LMS and through the Instructor Portal, but you will find no address, phone or email contact information. This omission is by design. California Civil Code [sec. 1798] prohibits the University from distributing this information to persons without explicit authorization of the party of record, and UCLA Extension policy prohibits the distribution of student and instructor mailing list/directory information to persons who have no defined business purpose or need. *Adult students tend to covet their privacy.* We therefore begin with a bias favoring students’ privacy.

Even so, we recognize that many students will seek to interact with one another outside of class. *Learning happens best when reinforced.* The Canvas learning management system provides the means for enabling classroom communication between you and your students at any time,
whatever the delivery format for your course, and supports searches and connections without disclosing students’ email addresses. If students wish to use Canvas to exchange private email addresses so that communication can continue after the class has ended, they are welcome to do so. If you believe that a Canvas course shell has not been established for your course or you’re not sure how to employ it, contact your program rep.

**Academic Approvals – Letters of Reference**

When proposed to teach a credit-bearing course for the first time, a dossier will be assembled for academic approval that will include three letters of reference. You may, upon request, be provided access to such letters in redacted form. Redaction is defined as the removal of identifying information (including name, title, institutional affiliation and relationship to you) contained either at the top of the letterhead or within and below the signature block of the letter. To encourage candor, we assure the authors of letters of reference that the University will endeavor to protect their identities to the fullest extent allowable under the law.

**Contract Acceptance and Class Schedule**

Please review the content of the signature page carefully. Instruction can begin and payment to you made for that instruction only if the contract has been accepted by you, with an inked or electronically-signed copy returned.

The signature page of the contract displays the section start and section end dates of instruction. The dates will be presented to students as a condition of their enrollment contract. If our contract is for you to teach a traditional format 4-unit, 12-week class, the start and end dates will indicate the first and last 3-hour meeting, and the contract will display the total number of meeting dates. If our contract is for an online class, the first date will indicate commencement of instruction, the last date will mark its conclusion, the contract will display 0 meeting dates and all instruction will occur on and between these start and end dates. Consider a series of telephone poles and the wire strung between them. The traditional format instructor will think of meeting dates as poles with one for each meeting date. The online instructor will see the dates as milestones, and view the wire strung between poles as having the greater significance. A hypothetical 12-meeting traditional format class with a start date of Friday, January 1, 2016 will meet 12 times with the final meeting date falling on March 18. An online version of the class starting Friday, January 1 and meeting over 12 weeks will end March 25.

If you will be teaching in an online format, you generally ignore the impact of holidays that occur mid-quarter. If you will be teaching in a traditional format, you may be contending with to-be-arranged make-up meetings to offset the scheduling impact of official holidays, and students’ requests for relief for any major religious holidays. We urge you to carefully reconcile the start and end dates on your contract to your lesson plans and syllabus, taking into consideration delivery format, holidays and other considerations.
Separation and Retirement

*Keep us informed of your plans.* Although *by-agreement* instructors contract with us class by class, your appointment remains in place until officially ended. If you have taught for us for the last time, let your program rep know to arrange for your appointment to formally end. Once done, our payroll office will contact you with useful information about the disposition of your DCP or any 403(b) contributions. If you forget to notify us of separation, we'll correct for this during an annual audit we conduct on a rolling schedule of hiring anniversaries.

If you retire from a regular staff or faculty position at the University, you will be rendered ineligible for a teaching assignment at UCLA Extension for at least 30 days from the date of separation, whether or not you have signed a class contract.
Academics

Program Format and Unit Valuation

We deliver courses in a variety of formats and with varying unit value. The most common course delivers 4-units of credit over twelve weeks with instruction delivered in one 3-hour instructor-guided session per week, supplemented with “homework” exercises and reading. Unit valuation is driven by the time a student will spend mastering the material, not the time spent by the instructor at the podium. For this most common 4-unit/12 week course, the average student will spend 120 hours both in class and at homework, or ten hours per week. (In any configuration, such as a compressed format of 4-units to be accomplished in 6 weeks, an average student will expend about 30 hours per unit.) For the adult learner engaged in professional level instruction, an estimate of two hours of work outside of class for each hour of work inside is a useful rule of thumb to ensure compliance with credit regulations.

In addition to this standard, regular format, classes are organized in the following variations:

- **One-day** (up to eight hours of contact/ non-credit bearing – no homework)
- **Short Course** (two or more full-day meetings on consecutive days – usually no homework and often not credit-bearing)
- **Online**
- **Hybrid** (a mix of online and traditional format delivery)
- **Limited Meeting** (5 or fewer weekly day/evening meetings, usually credit-bearing with homework)
- **Independent Study** – courses organized so that instructors and students meet one on one.

You will find the course number for your class on the signature page of your contract. You’re welcome to read in depth about the meaning of the course number. You might also want to read about the nature of credit and definition for the Continuing Education Unit (CEU).

Use of the Internet in all Modes of Instruction

UCLA Extension employs a learning management system, Canvas, to support delivery of web-based content both for Online and Hybrid classes and for classes with more traditional brick and mortar meeting formats:

**Online.** Online courses are conducted entirely online with no in-person meetings. All course interaction is facilitated within Canvas. Users interact with all aspects of the course including lectures, assignments, and quizzes; and participate asynchronously in class discussions. Synchronous – or real-time – interactions may be employed at your discretion. Participation, evaluation, and assessment are measured and reported within the Canvas environment. As is always the case, 100% of the unit valuation is determined by an estimate of the time an average student will expend toward the learning outcomes; but in this case, none of the time is expended in a classroom. If new to this mode of teaching, you will be required to undergo
comprehensive training in the use of the technology and the pedagogical theory underlying online delivery. For detailed information about the training, click here.

**Hybrid.** Hybrid courses have a mix of both in-person classroom meetings and an online component equivalent in scope and rigor to that of in-person lecture. The online component requires students to interact within Canvas to access lectures, assignments, and quizzes and to participate in asynchronous class discussions. A portion of the unit valuation is attributable directly to content delivered in the physical classroom, a portion of the unit valuation is attributable to the content delivered online, and a portion is attributable to the students’ time spent doing “homework.” The training mandated for new instructors teaching our online classes is also required for those teaching hybrid classes.

**Traditional Formats.** The traditional format courses meet in-person in a classroom but can use Canvas for specific functions: 1) for students to communicate amongst themselves and to direct questions to you between meetings; 2) for you to make general announcements to the class; 3) for you to distribute “handouts;” and 4) for you to refresh and students to view the syllabus. (Use of Canvas is optional for one-day, short-course and independent study formats.) If you choose to use your Canvas course shell to interact with students between meetings, announce your intent to do so, and let your students know when (or if) you’ll be responding to questions they submit. (Some instructors elect to field students’ questions online, but will respond to the questions only in class or during breaks.) By using Canvas for simple massaging, expectations regarding “office hours” can largely be satisfied.

Whatever the delivery mode or format, UCLA Extension reserves the right to have administrative personnel observe classes in progress.

**Instructor Portal**

You can perform a number of administrative functions online. The web-based Instructor Portal provides you with the ability to view your classes (past, present and planned), view rosters, view and confirm course descriptions, request A/V services via email, view and post grades, view forms and policies, view current announcements, view the academic calendar, update your contact information, upload your biography, request help and change your password. At the top of the UCLA Extension institutional homepage, select Login. Enter your User Name and your Password, then press continue. (Note that for access to this site, both your User Name and Password are case-sensitive.)

**About Open Enrollment**

We will deliver students ranging in age from 18 to 88 (or thereabouts) with a variety of life experience and background and formal education ranging from some-high-school to PhD. Over 80% will have earned their baccalaureate degree. Some are advancing toward their first degree, some are starting out or advancing in a professional field, others have decided to make a switch in career, and others still will be in your class for the simple joy of learning. Because UCLA Extension typically requires no formal admission, we are deemed an open enrollment institution.
The fact of registration and the payment of fees establishes a service contract between the University and the student. In your role as instructor, you do not have a right to decide who is enrolled in your class. But neither is open enrollment a free-for-all. Rarely will you find the span of student preparation and experience impossible to bridge. This is because in most cases, you are a significant albeit background player in how enrollment decisions are made. Here are the primary factors that contribute to the assembly of your class:

**Age and Maturity.** An absolute test of age can be a factor. In classes of *oenology* and *viticulture* where alcohol will be consumed, persons under the age of 21 are by law not permitted to attend. Extension staff will screen for this at the point of enrollment so you won’t be bothered. For our learning-in-retirement program, we prompt prospective members to demonstrate a minimum age of 50. For professional-level instruction (courses numbered 300-499), we advise prospective students that:

> “the majority of UCLA Extension courses are designed for the post-baccalaureate professional-level student. Enrollment is therefore normally reserved for adult students 18 years of age and older. Extension may consent to enroll younger students based on special academic competence and approval of the instructor."

We will routinely enroll students younger than 18, understanding that your consent will be assumed but later can be withdrawn. Consider the instructor of an online fiction class in which adult themes are to be explored. He discovers a precocious 12-year-old child has been enrolled by her parents. It would not be unreasonable to request the child be dis-enrolled so that the adult students can proceed without inhibition. Yet a mathematics instructor might be thrilled to have the same 12-year-old prodigy in her calculus class. We do not expect instructors to check IDs, but if you believe a student does not meet a reasonable test of maturity suggested by the content of your class, let your program rep know.

**Academic Preparation.** For courses numbered X or XL 1-99 (which correspond to freshman/sophomore levels of instruction), we declare students must be high school graduates with a “B” average or one year of college, or consent of instructor based on special attainments (i.e. a superior high school record, special competence in a particular subject matter area, or other recognized criteria). For courses numbered X or XL 100-199, (junior/senior) we expect two years of college or consent of instructor. If you are teaching a class at the baccalaureate level, when you ask students to introduce themselves listen for those who might not meet these standards. Privately share any concern you may have for those who might be underprepared, but encourage those who impress you with their desire to try. Be prepared to challenge and to be challenged by an impressive student, however young or old.

**English Language Proficiency.** UCLA Extension sponsors international students to enter the United States for study in our certificate programs. For those who are not native-English speakers, we require evidence of English proficiency at the same level as that required by UCLA for admission to undergraduate degree programs. (A score of 83 to 99 on *Educational Testing Services’* TOEFL exam will lead to further testing and placement in supplementary ESL courses. A score of 100 or more on the TOEFL exam will exempt the student from further proof of proficiency.)
Some Extension students are not native speakers of English, but neither are they international students subject to screening. These students may be visiting professionals, recent immigrants, or native-born residents raised in a household where English was not a first language. If students in your class seek a referral for English language skills, suggest they check out our American Language Center (ALC) at (310) 825-9068.

Communication Skill. There will be some who are simply underprepared for the level of instruction at which you believe the class should be delivered. Be clear about what you expect. If students in your class seek assistance with basic reading, writing, listening, speaking, study, and test-taking skills, refer them to the Communication Skills section of the Extension Catalog. (On our website, a search on “communication skills” will yield a large number of courses available each quarter.)

If due to skill deficits you anticipate a student will have difficulty passing your class, share your concern directly and privately with the student. You can suggest preparatory instruction that could be undertaken, or the not-for-credit or do-not-record options that would allow continuation in the class without risk of an adverse grade. Your students will want to be presented with your honest assessment, since compromising your academic standard and grading rubric will not be an option for you.

The Course Description. Every student wants to do well. No-one wants to be either overwhelmed or bored. The more accurate the course description, the better informed will be the prospective student. By using vivid descriptions of content, we are attracting a group of people who will want to accomplish a reasonable challenge. A well-written course description both depicts a body of knowledge to be mastered and informs an enrollment decision. Your suggestions for the course description are therefore always welcome.

Restricted Courses. In some cases, the course description will indicate the class is restricted. This means that access is not available through open enrollment. Students must petition the sponsoring department for permission to enroll. Restrictions can vary. For example, students may be admitted having successfully completed prerequisite course work, or having presented evidence of an earned degree. For some courses, students compete for spaces having submitted a portfolio of creative works. A description of the restriction will always be found in the course description or syllabus.

Visitor Policy

Those of you teaching in a traditional classroom space will often find students who are not enrolled at the first class meeting. They may be waitlisted for a class that has already filled, or they may be visitors. The following text, found in our catalogs, is directed toward those who want to experience the first night before making an enrollment commitment:

You may attend, without charge, the first scheduled class in a course of 6 or more meetings—unless otherwise stated in the course listing and only if space/enrollment limitations permit. Visitors are not permitted at one-day, weekend, short-courses or online courses. Before visiting, call (310) 825-9971 to see if the class has closed. Visitors with disabilities should call the office of Services for Students with Disabilities at (310) 825-7851 for access and parking information.
After the first class meeting, you may not permit unregistered visitors to attend. If by the second class meeting there are still students in attendance whose names do not appear on your roster, ask them to provide you with their names and a daytime phone number so that you can help them complete the enrollment process. Forward this information to your program rep who will work with the Registration Office to complete the process (or dissuade further attendance).

Students not wishing to take a course for credit may enroll “Not for Credit” but they must be enrolled. If by the third class meeting there are still persons attending who are not on your roster, call your program rep for advice on next steps.

**Students with Disabilities**

Students with disabilities are entitled to reasonable accommodations to ensure equitable access to and treatment in the learning environment. Accommodations will vary depending on the type of need and the format of instruction. For example, a hearing-impaired student might be accompanied in a traditional format class by sign language interpreters and a note-taker or a real-time captionist, but require no assistance at all in an online class. A student with a learning disability might be provided with additional time on a proctored exam or an online exercise. All such arrangements are made by students working directly with Extension’s office of Services for Students with Disabilities. That office determines accommodations based on verifiable medical documentation. If a student in your class has established a need for special services, a representative of that office will contact you to advise you of the terms of the accommodation. If a student claims a disability and requests an accommodation directly from you, please refer the student to that office at (310) 825-7851 or via email access@uclaextension.edu. You will want to avoid discussing specifics or inquiring about the nature of the disability.

Guide, signal and service dogs are by law permitted inside buildings and classrooms to accompany students with disabilities. (Pets are prohibited.) If you doubt the veracity of the need, or you or other students in your class are prone to allergic reaction, contact the office of Services for Students with Disabilities.

**Exercises in Research Methodology**

In certain credit-bearing courses, practice exercises in research methodology may be appropriate or even a standard feature. If you propose to include any exercises for your students that involve human interaction such as interviewing, the formation or use of focus groups, the formulation or use of questionnaires, techniques of observation or the analysis of a database that contains information about persons, consult with your Program Director in advance.

- He or she will either approve or not approve the exercise as a legitimate component of the course based on the course description and its underlying academic approval.
- If approved, your syllabus will disclose the activity, whether it is required or elective; and that the activity is intended for practice, that there is no intent to publish findings, that data collected will be destroyed; and that any data analysis exercises about persons will either employ faux data or be stripped of any personally identifiable information;
• Practice **instruments** and **questionnaires** proposed by your students will have to be approved by you before their presentation to volunteer participants;

• Your syllabus will link to a template [Student Exercise Information Sheet](#) for use by your students.

### Holidays and Make-up Meetings

To optimize resources, Extension courses are scheduled to conform to the University’s institutional calendar by taking into account official holidays and by using starts and stops that respect the cycle of academic quarters. To ensure that the credit valuation of your course is maintained, follow the meeting schedule published for your class. If for some reason (such as your illness) a meeting is missed or canceled, it must be made up. If you know you are going to miss a class or require a change in schedule, inform your program rep as soon as possible. Do not reschedule a make-up meeting yourself, since your regular classroom might not be available at the time you assume it might be free. And please do not make independent arrangements for your own substitute instructor or assume that your online class can simply slide a little past its final milestone.

Federal law and UCLA Extension policy regarding the [Academic Calendar](#) prohibit discrimination based on religion. **No student shall be academically compromised for the exercise or expression of his or her faith.** For those courses that meet in a traditional classroom, an effort will be made to avoid scheduling meetings on days and at times held sacred by the major religions. When a time conflict does occur, students may claim their right to be excused from lecture or an exercise without penalty, typically with an allowance to complete an equivalent exercise, or for an exam to be waived and the grading rubric adjusted accordingly for the impacted student. For the missed lecture, UCLA Extension can provide for a note-taker or arrange for an audio recording of the class.

### Team Teaching

We support meaningful and creative collaboration in the classroom. A number of courses feature more than one instructor sharing the teaching load. “Co-instructor” arrangements are possible in both online and traditional format classes. Even so, certain administrative chores cannot be shared. One instructor will be designated as the “primary” or “instructor-in-charge” of the class with singular responsibility for determining and posting grades, deciding on petitions for “I”/Incomplete grades, and ensuring that overall learning objectives are met.

### Guest Speakers

Guest speakers will enrich any class. In the traditional classroom, guests appear in person or via video feed to speak directly about their experiences and to respond to your students’ questions. Online, guests can attend by presenting a pre-recorded lecture, or the class can resolve to convene online at a predetermined time, or the guest can agree to offer remarks then participate in a discussion thread or message board for a pre-determined span of time – perhaps a week. The use of guest speakers requires department approval and lead time to handle administrative details which can include [Canvas](#) access and orientation, parking or video-conference setups.
Make-up Exams

Students are expected to take the class schedule into consideration when they enroll. Much like meeting dates and times, your exam schedule is a condition of enrollment for your students. The University is not obliged to make adjustments due to students’ vacation plans and busy schedules, and instructors do not have the authority to make accommodations on the side. To protect the academic integrity of your class, please refer students’ requests to take exams on a date, time or at a place different from the rest of your class to your program rep.

Consistent with general UCLA practice, students’ petitions related to extreme and emergent situations or religious holidays will be considered. (Examples of “extreme and emergent situations” include: accident, death of a close relative, injury, serious illness, or an unplanned and involuntary reassignment at a workplace.) Your program department expects students’ petitions will be accompanied by verifiable supporting documentation. If the program director accepts the student’s cause, remedies may include a proctored make-up exam, a waiver of the exam and redistribution of grading criteria for the student, or submission of a paper that will substitute with an equivalent value for the missed exercise.

Grading

For credit-bearing courses (those numbered in the 100, 200, 300 and 400 series) and non-credit courses in the 900 series, you are responsible for determining how well each student mastered the material of the course, and to post grades for each accordingly. Your students expect this.

Grading involves some form of comparison. You compare students’ work to your internal standard of excellence, to a set of objective standards, to other students’ performance, or most probably, some combination of the above. Especially if you are teaching for the first time, you may have questions about grading. We encourage you to consult with your program director.

Grading rubrics – describing the objective basis by which a grade can be earned – must be presented at the start of the course and cannot be changed without rationale and an explanation to your students. Your standard must be described in the course syllabus and other documents that outline specific requirements for projects and papers.

Students enroll in Extension’s credit-bearing courses usually to earn credit (either for Letter Grade, or passing or satisfactory grade); or will enroll Not for Credit, or Do Not Record. Students making progress toward a certificate or earning credit for transfer to a UC degree program will likely select the option “For Credit” and “Letter Grade” at the point of enrollment. Students who enroll not-for-credit are in your class simply to learn, will not be required to take exams (but are welcome to do so), and their enrollment will be noted on their transcript but without a grade or credit posting. Students who enroll do-not-record are also there purely to hear the material, but their attendance will not appear on their transcript. (Students need to request changes in their credit status directly with the registrar.)

Official grades are reported through the Instructor Portal. For courses that are team taught, only one instructor will be designated the Primary Instructor and approved to assess students’ work. Grading will become possible the week before the scheduled end of class. Posting must be done as soon as possible and no later than two weeks after the end of class lest the submittal be deemed late. You will receive reminders from the Academic Records office of the Department of Student Services if you run
late. They are acting on behalf of our students, many of whom will be dependent on your reporting a final grade to qualify for tuition reimbursement from their employers.

Instructors of online and hybrid classes are encouraged to offer more substantive feedback using Canvas’s Gradebook where you can post extensive comments. The Canvas shells remain open for four weeks beyond the end-date of the course to allow students access to your comments.

UCLA Extension’s grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+,</td>
<td>Superior</td>
</tr>
<tr>
<td>A,</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>B+,</td>
<td>Good</td>
</tr>
<tr>
<td>B,</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>C+,</td>
<td>Fair</td>
</tr>
<tr>
<td>C,</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>D+,</td>
<td>Poor (undergraduate level only)</td>
</tr>
<tr>
<td>D,</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>P</td>
<td>Passed</td>
</tr>
<tr>
<td>NP</td>
<td>Not Passed</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>DR</td>
<td>Deferred Report</td>
</tr>
</tbody>
</table>

Letter Grades: “A,” “B,” “C” and “D” can be modified with pluses and minuses. A “D” is considered a “passing” grade since credit will post, but is considered substandard as it will contribute to a deficient grade point average in any degree program. The grade of “D” is not available in credit-bearing courses at the graduate or professional level – (those numbered in the 200, 300 or 400 series).

P/NP and S/U: If a student is enrolled in your undergraduate level course for P/NP, this will be indicated on the final grade report. To assign a Passed grade (P), the student must have earned the equivalent of at least a “C.” If the grade would have been “C-” or lower, a Not Passed (NP) is appropriate. If a student is enrolled in your professional-level course for S/U, it will be indicated on the final grade report. To assign a Satisfactory grade (S), the student must have earned the equivalent of at least a “B.” If the grade would have been “B-” or lower, an Unsatisfactory (U) is appropriate.

I/Incomplete. The interim grade Incomplete may be assigned when a student’s work is of passing quality, but a minor portion of the course requirement remains incomplete for good cause (e.g. a student’s short-term illness). It is the student’s responsibility to petition you for receipt of an “I” grade (instead of a failing grade, or a grade that includes no weight for the missed assignments). It is your decision if the student’s cause has merit. If you decide to award the Incomplete, you accept responsibility for assessing the student’s submission after the class has ended. Since your and your students’ access via Canvas is withdrawn four weeks after the end date of the class, you may have to arrange for late submissions to be made to you using private email, USPS or other means. You can offer the student additional time ranging from 1 week to 13 based on the severity of the student’s situation. You can report the final grade at any time by informing the registrar at Records@uclaextension.edu. If no final grade is reported by you, at the end of the ensuing academic term (i.e. after 13 weeks) any lingering Incompletes will automatically lapse to an “F” “NP” or “U.”

DR/Deferred Report. If you suspect a student of academic dishonesty (e.g. plagiarism or cheating on a final exam), post the grade of DR (to defer the report of the final grade) to that student’s final grade
field. This will allow you to complete grading the rest of your class. The DR will trigger a report directly to the Dean’s Office. You will be contacted to verify your intent, and to prompt you to present evidence.

**F/Fail; U/Unsatisfactory; NP/Not Passed.** Failing grades report, but will require you to enter an explanation. You will be presented with three choices: “Work Attempted/Failed”; “Did not Take Final” or “Stopped/Never attended.” When either of the latter two explanations are selected by you, the record of enrollment in the class will be suppressed from the student’s transcript as if he or she had withdrawn.

**The Continuing Education Unit (CEU)**

Courses in the 800 series offer continuing education units, “CEU.” Students enrolled in professional level courses (400 level) can also elect to have their participation recorded with CEU instead of credit units and a grade. CEUs represent a measure of contact time in professional level instruction that is accepted by state agencies and many professional societies to fulfill licensure or further education requirements. It indicates time spent in *satisfactory participation*. One CEU is awarded for every 10 hours of contact. Student/participants are not expected to submit any work or stand for any exams to demonstrate mastery of the material. “Showing up” for exposure to the material is the primary criterion for the award. Since most enrolled do show up, UCLA Extension will automatically award CEU at the end of the class. You will then be notified and invited to rescind the award of CEU for those who quit or never showed up.

Grades are considered private information under the federal Family Educational Rights and Privacy Act (FERPA). You may not publicly post grades for all students to see, even for group exercises. You may not disclose students’ final grades or the grades on any interim exercises to any third party, including the parents of minor children. (Suggest the curious parent ask their child.)

**Grade Changes and Appeals**

UC Senate Regulation anticipates student dissatisfaction and disappointment with grades, but holds firm on the finality of your assessment. All grades except *I* and *DR* are final when filed by you in your end-of-term final grade reports. The correction of a clerical error can be authorized only by the primary instructor of record communicating directly with personnel of our Academic Records Office. If your course was team-taught, a change of grade can only be made by the instructor authorized to post the grade. Exceptions to this can be made only under the narrowest of circumstances: a finding that something other than an academic consideration was taken into consideration when a grade was originally awarded, for example. To view our protocol for defending grades, see the special case found toward the end of our Grievance Policy.

To report a change in grade, call or email (310) 825-4850 or Records@uclaextension.edu with the student’s name, the section ID, course title, and the final grade you wish to have posted. *This is also the procedure to follow for those posting final grades for the first time, having initially posted the interim grade “I”/Incomplete.*
Access to Final Examinations

Consistent with LA Senate Division regulation A-332, you may release final examination papers to your students after they have been graded. Otherwise, you must keep them for at least 13 weeks (until the end of the ensuing quarter), during which time students must be allowed access to them. To arrange for student access to be managed through your department, contact your program rep.

Course and Instructor Evaluation

Students are provided an opportunity to evaluate and report on their classroom experience. We value their input which leads to our continuous improvement. A summary of students’ evaluation scores and comments will be made available to you after you have submitted final grades.

Evaluations will provide you with insight into students’ perspectives of the learning experience. For those teaching in the undergraduate series (courses numbered 1-199) for whom academic approval is subject to periodic renewal, evaluation scores will be used in lieu of further letters of recommendation. We appreciate reminders you might send to encourage student participation in this process.

Whether taught in a traditional format or online, students will receive an e-mail with the link to the online course evaluation prior to the end date of the course. A control is in place to make sure students are permitted to submit feedback just once.
Intellectual Property

Materials owned by You

Ownership of the rights to course materials, including copyright, resides with the originator. Lectures, discussion threads, spreadsheets, slides, presentations, exams, quizzes and any and all other materials created by you are your intellectual property. You may present your materials with a display of the copyright symbol to show your authorship. You may not present materials branded with the logos and marks of any organization other than the University of California.

If you are published in your field and the book is germane to the topic of your class, you are welcome to recommend its required use as the textbook for your class.

Materials Licensed to or Owned by the University

For courses newly proposed or updated for presentation, its title and description, any topical outline, statement of objectives or syllabus used to secure the academic approval of the course or the academic approval of you to deliver it are distinguished as Course Approval Documents. You will be teaching a class whose Course Approval Documents were authored or edited by you, by another instructor, by a Course Author who was commissioned by the University to author the course (*see below), or by a member of our academic staff. If the syllabus or other Course Approval Documents were authored by you, UCLA retains a fully paid-up, royalty-free, perpetual, and non-exclusive worldwide license for the purpose of continuing to teach the course of instruction for which the documents were prepared, with the non-exclusive right to revise and update them as required for this purpose. This enables UCLA Extension to offer, for example, the course HIST XL 1C Introduction to Western Civilization again and again, with different instructors teaching it over many years.

(*You need not seek our permission to present elsewhere that which is your own. In some cases, a work may be sponsored or contracted, or is part of a project that has special provisions on copyright ownership. In those circumstances copyright ownership is generally retained by the University. For example, UCLA Extension may commission a content expert as a Course Author to create a body of course material, including lectures and presentations, then make this content available to you to present. In such a case, the University holds the copyright for the material since the University will have commissioned its production for the use of others. Although you may use this material when teaching at UCLA Extension, you may not incorporate University-owned material into a course you deliver independently or on behalf of another organization without our express permission.)

Please keep in mind that the syllabus of your course is subject to the review and approval of your department. Once approved, you may upload it to your course shell using Canvas.
Materials owned by Students

The originator of materials in a course can be one of your students. With the exception of examination papers, the creative works submitted by your students belong to your students. There can be exceptions to this – for example in classes where students are commissioned to produce a work or to participate in a group project that has been commissioned by a third party with the University’s approval. Such exceptions will always be declared in the course description or syllabus and therefore serve as a condition of enrollment. See more at UCLA Administrative Policy 965. An infringement of a student’s copyright in their creative works by an instructor will be deemed a violation by the instructor of our contract.

Materials Owned by Others

The originator of materials used in a course can be a third party, living or dead, whose works either have copyright protection or are in the public domain. For your convenience, we have excerpted the most relevant portions of the University of California’s position on Copyright. You are welcome to explore the entire site, and to consult with UCLA Extension’s Intellectual and Academic Content Coordinator at (310) 825-6536, or your program rep. The following points are probably most important for you to recall:

“As both creators and users of copyrighted and public domain materials, members of the UC academic community should understand and responsibly exercise the rights accorded to them under U.S. copyright law. To avoid the potential of copyright infringement, the University of California has adopted a conservative approach to this issue. Should instructors or staff knowingly violate copyright law by using copyrighted materials without permission from the rights-holder, both the party responsible for the infringement and the University can be held liable.

“Effective compliance with UC copyright policy will require some preplanning regarding the materials you decide to use. All materials under copyright brought into class for purposes of instruction must be legally obtained and must be used with the rights-holders’ explicit permission granting use. Materials in question include, but are not limited to, printed materials, audio/video recordings and content from websites.

Print and Electronic Readers

For permission to reproduce printed materials, you may secure copyright authorization yourself, contact your program rep to do so for you, or you can contact UCLA’s Course Reader Solutions (CRS) at (310) 825-2831. CRS can take your selected materials and produce a printed course reader or an electronic course reader. When you provide CRS with a copy of the printed materials for students, CRS will research and secure copyright permission. The completed course reader will be sold to students through one of ASUCLA’s bookstores or the ASUCLA website. The necessary royalties for the use of the copyrighted materials will be included in the cost of the reader.

You may have CRS compile a course reader from content in journals, textbooks and monographs you have authored, as well as material you are preparing for commercial
distribution, subject to the approval of your program director with respect to the amount of the fee to be charged students and the royalty you stand to earn – both of which will be fairly fixed at amounts that reflect similar rates for comparable materials. We otherwise expect original materials you have authored will be presented to your students with a simple post to your Canvas course shell.

CRS needs to receive a copy of the materials you plan on using no later than four weeks prior to the beginning of the quarter. This will ensure that all necessary permissions are received and that the finished course readers are ready by the beginning of the class. As part of the service they provide, CRS will clean up, paginate, and create a table of contents for your course reader.

As an alternative to CRS, instructors also have access to an online print materials database: the XanEdu CoursePack service. With XanEdu, instructors can easily and quickly compile already copyright-cleared material from primary and secondary sources by using XanEdu’s digital archive of journals, periodicals, newspapers, and original works. Once selected, the chosen materials are delivered directly to the computer’s desktop. Moreover, XanEdu Course Packs can include teaching notes, such as teaching tips, Web links and other aids, along with the ability to incorporate instructor proprietary information. Instructors can create their own Course Packs or quickly customize a collection of articles pre-selected by topic and reviewed by peers in their field. Students can access the Course Packs from any location at any time. To register to use XanEdu, go to www.xanedu.com and complete the online registration form. In the Account Information section of the registration form, select “University of California-Los Angeles.”

**Fair Use – The General Case**

The following is excerpted from the Fair Use section of UC's Copyright site. It is important to be aware that at its core, Fair Use is a legal defense against a claim of copyright infringement. In other words, a claim of Fair Use would be made after an infringement has been alleged. But the Fair Use doctrine is also a principle the University vigorously asserts.

The University of California believes that the right of content consumers to access copyrighted works under fair use to further disseminate knowledge is paramount for the promotion of academic freedom, creative expression, education and instruction, and ultimately, the full participation by all members of society in furthering the pursuit of knowledge.

U.S. Copyright Law provides important limitations to the rights of copyright holders that are specifically aimed at nonprofit educational uses of copyrighted works. Fair use allows for limited copying of copyrighted works without the permission of the copyright owner. Under certain conditions, copyrighted works may also be used for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research. For more information, see [Section 107 of U.S. Copyright Law](http://www.copyright.com/copyrightlaws/107).
Four factors of fair use

The fair use section of U.S. copyright law lists the following factors to be evaluated in determining whether a particular use of a copyrighted work is a permitted fair use. When deciding to employ fair use, and when judges decide whether a given use is fair use, the four considered factors are:

1. Purpose and Character of the Use
   (Why are you using the work? Is your use transformative or does it change the original work a significant amount to be considered new?)

2. Nature of the Copyrighted Work
   (Is this a highly creative work or is it a collection of known facts?)

3. Amount and Substantiality of the Portion Used
   (Are you using the small sections to highlight points or are you using its entirety as an assignment?)

4. Effect upon the Market
   (Is your distribution meant to save your students from having to purchase or license a work?)

Fair use is purposefully broad and flexible. It requires a thoughtful analysis of each of the four factors based on specific circumstances. In applying the four fair use factors, each factor is relevant in order to determine whether a particular use is a fair use. A final determination on fair use depends on weighing and balancing all four factors against the facts of an individual situation.

Guidance on the use and limitations of fair use

Fair use is not, and should not, be used as a substitute for getting permission from the rights-holder. UC faculty, staff, and students are encouraged to make decisions about a contemplated fair use of copyrighted works in an informed and reasonable manner, consistent with educational and research objectives. In evaluating the four factors of fair use, you can use the following questions to help assess your particular situation:

- Are you planning on using the work in a different way, or for a different purpose, than the original creator? In copyright terms, is your use “transformative”?
- Are you using an amount of that work that is narrowly tailored to your new purpose?

If it is unclear whether a particular use would be permitted under fair use, you should consider obtaining permission to use the work from the copyright owner. For assistance regarding fair use contact UCLA Extension’s Intellectual and Academic Content Coordinator at 310-265-6536.
TEACH Act – Fair Use in Online Instruction

The following guidance is excerpted from the Teach Act section of the UC Copyright site:

The TEACH Act of 2002 expanded the copyright exemption for online instruction, including the range of allowable works in distance education settings. It permits the performance or display of complete non-dramatic literary or musical works, such as the reading of a poem or short story, or listening to music other than opera or musicals. Showing films or videos is still restricted to limited portions. The TEACH Act also expanded the permissible locations for accessing distance education beyond classrooms or computer labs. Please note that the TEACH Act applies specifically to courses that are delivered in the online format, not hybrids and not web-enhanced courses.

The following actions are allowed in distance education settings under the TEACH Act:

- Display (showing of a copy) of any work in an amount analogous to what is provided in a physical classroom setting.
- Performance of nondramatic literary works.
- Performance of nondramatic musical works.
- Performance of "reasonable and limited" portions of other types of work (other than nondramatic literary or musical work), EXCEPT digital educational works.
- Distance-education students may receive transmissions at any location.
- Retention of content and distant student access for the length of a “class session.”
- Copying and storage for a limited time or necessary for digital transmission to students.
- Digitization of portions of analog works if no digital version is available or if digital version is not in an accessible form.

The following are NOT allowed in distance education:

- Works that are marketed as part of online instructional activities (commercially available digital educational materials)
- Unlawful copies of copyrighted works under the U.S. Copyright Law, if the institution “knew or had reason to believe” that they were not lawfully made and acquired.

Duties and Requirements for Instructors

There are numerous conditions and requirements for complying with the terms of the TEACH Act. Use of digital materials must be directly related to the content of the course and must be part of "mediated instructional activities," which means that the digital materials must be the same type of materials that an instructor would use as a part of a classroom session. Ancillary works that
might be viewed or heard outside of class are not included under the exemption.

The TEACH Act permits digitizing analog works as long as the works are not already available in digital form. Commercial works marketed for the educational market, such as electronic texts or workbooks, cannot be used under the TEACH Act exemption, nor can paper versions of these works be digitized.

In order to retain the protection offered by the TEACH Act, all materials used in the course must be legally obtained. For assistance regarding the TEACH Act please contact the Intellectual and Academic Content Coordinator at 310-265-6536.

Using Copyrighted Audio/Video Materials in the classroom

In the traditional classroom space, you may display excerpts of movies, television programs and audio recordings as long as you are displaying a legally obtained copy of the selected clips. For online and hybrid instruction, you may direct students to clips available from a production studio or broadcast network website since these sources are copyright compliant. You may not direct students to websites or sources that infringe on copyright. Considering very specific and somewhat exacting requirements, clips can also be posted to your online course shell. The display of excerpts must be for educational purpose and done in a manner that transcends “entertainment.” For assistance regarding the use of audio/video materials please contact the Intellectual and Academic Content Coordinator at 310-265-6536.

Audio/ Video Recording as a Study Aid

UCLA Extension’s policy on audio and video recording for use as a study aid embraces three driving concepts: 1) that such recording is done with your permission which you can revoke at any time; 2) that the privacy and intellectual property rights of you, of any guests, and of any students must always be respected (i.e. if anyone wants the recording of them to stop, it stops); and 3) that any approved recording is accomplished discreetly and does not distract from instruction. Material presented in Extension programs may not be distributed for any commercial or non-commercial use without the explicit permission of the Dean of UCLA Extension. Recording may be mandated by the UCLA Extension Director of Student Services to accommodate a disability in compliance with the Americans with Disabilities Act of 1990.

If you are unclear about intellectual property rights regarding your class, view the full policy and listing regarding ownership of course materials at http://copyright.universityofcalifornia.edu/ownership/works-created-at-uc.html or contact the Intellectual and Academic Content Coordinator at 310-265-6536
Promotion

UCLA Extension welcomes your ideas for promoting your class. If you know of helpful mailing lists or trade publications that accept advertising, or publications that would be interested in press releases or feature stories about you or your class, let your rep know. He or she will discuss proposals and pursue suggestions with the appropriate person in our Marketing Department.

Extension’s Marketing Department designs and produces all print and electronic promotional materials (catalogs, brochures, flyers, advertisements) and writes and distributes press releases to print and electronic media (newspapers, newsletters, magazines, radio, TV, on-line/Internet news groups). Extension employs graphic designers, copywriters, digital email and direct mail experts, marketing managers and PR/media relations personnel to ensure the consistency of the institution’s image in the marketplace and to coordinate our marketing campaigns.

You may not independently produce any promotional materials, contact the media to publicize your programs, or post Internet notices without first coordinating such activities through your department. (University of California regulations prohibit using the name of the University or UCLA Extension without authorization.)

If you are contacted directly by the media, ask that they first call our PR/media relations manager at (310) 825-7729. If you do respond to questions due to an urgent deadline, let our media relations manager know. If a local journalist shows up at your class unannounced, ask the person to leave, explaining that auditors and visitors are not permitted after the first class; however, “press passes” are available by calling the above number. Experience has shown that when instructors are friendly but firm on this point, we maintain good media relations while sidestepping unauthorized interviews.

UCLA Logos and Titles

Uses of the UCLA logo, name, web address, images of the campus, and employment titles are strictly controlled and subject to audit. However well-intentioned your efforts might be to help promote your class, if marks and titles are not properly presented your effort could result in a finding of improper usage. Check with your program rep before initiating any independent marketing effort that mentions UCLA. He or she will be able to let you know whether or not what you have in mind falls within institutional guidelines.

The names University of California; University of California, Los Angeles; UCLA and variants (such as U.C.L.A.) are the property of the State of California under Section 92000 of the Education Code. The University’s permission is required for the use of its name.
Conduct

Institutional Conduct

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, employment and treatment in University programs and activities.

Inquiries regarding the University’s nondiscrimination policies and reports of violations are welcomed at the UCLA Extension Dean’s Office at (310) 825-2362.

Student Conduct

Underlying our educational mission are basic values that bind students and instructors alike into a community of learners. These values include an expectation for intellectual honesty; the fostering of mutual trust; a conveyance of respect to earn its reciprocation; regard for another’s freedom of speech, thought and belief; freedom of inquiry; joy in learning; freedom from discrimination; and a rejection of all forms of intimidation, harassment, disruption or violence insulting to these freedoms, or interfering with a student’s, instructor’s or staff member’s performance of his or her University responsibilities.

Extension’s policy regarding Student Conduct describes the sanctions and disciplinary action to which a student is subject should his or her conduct violate its provisions. If you have any question about this policy, or you would like to allege misconduct by a student, contact your program rep, your program director or call the Extension’s Dean’s Office at (310) 825-2362.

Control of the Traditional format Classroom

The right of students to free speech and expression in the UCLA Extension classroom will be vigorously defended. So, too, will we vigorously defend the rights of all students to a satisfactory learning experience that is free of intimidation and harassment and that remains on-topic. Whether online or in the traditional format class, you are responsible for shaping the nature, quality and content of classroom discourse. You are expected to express your values, assert control and communicate directly with students whose behavior may be interfering with the learning process of others.

Be good or be gone. Address the student whose behavior may be interfering, usually by taking him or her aside for a private chat. Such discussions come in three parts: 1) identify the misbehavior; 2) ask that it stop; 3) describe the consequences if it continues:
• You may ask a student to leave your classroom for failure to respond to your direction, or to stop a behavior that is reasonably interrupting the learning process of others.
• You may ask a student to leave your classroom for exhibiting signs of intoxication that is interfering with the learning process of others.
• You may ask a person to leave your classroom if the person’s name does not appear on roster at a time when no visitors are allowed, which is evidence of a trespass.
• You may ask for the assistance of local law enforcement.

You are welcome to leave it at that, with the understanding that your authority to remove a student from a classroom extends to any given evening for behavior evident just that evening. To pursue – to move for formal disciplinary sanctions – requires a finding by a hearing officer that the student breached the enrollment contract by violating a provision of the conduct policy. The test for disruption of instruction is whether or not instruction ceased involuntarily and could not be restarted at your will. The test for failure to take direction of an instructor is whether you gave that direction, and the student clearly ignored it. Keep in mind that in many cases, what you see as an annoyance might not have been intended, and can often easily be corrected:

• “Whoa, would you care to rephrase that?”
• “Good question. Please hold it for the break so that we can get through this material.”
• “Great enthusiasm. Let’s see hands raised if you’d like to be called on.”
• “Keep it down please.”
• “All phones, ringers off!”

For other tips and techniques, see the Best Practices described on our Teaching and Support site.

Control of the Online Classroom

Online, our instructors will sometimes encounter posts that are off-topic and distracting, or that might violate student conduct policy with speech that is not protected.

• Off-Topic Distractions. On occasion, a student’s posts may be judged by you to be sufficiently off topic to merit your intervention. Consider first that the student may have enrolled in a class that is beyond his or her ability, in which case, providing academic feedback (including assignment of an appropriate grade) and offering comment is the appropriate response. Online instruction is asynchronous and not vulnerable to the same kind of interruption as that found in the traditional format. If, however, you should receive complaints from other students in the class about having to wade through lengthy off-topic submittals, and you agree that such reading is both off-topic and considerably time-consuming, ask the student transgressor to take down the distracting post or posts and explain how and why you believe it is adversely affecting the progress of instruction.
• **Harassing Speech/Harmful Distraction.** Repeated distracting posts in content threads may be grounds for a charge of disruption of instruction if you can show that the posts burden other students unfairly, the offending student has not responded to your constructive criticism, and you have evidence or suspicion of malicious intent. **Consult with your program director before taking down material without the posting student’s consent.** For the more serious case of harassment and threatening speech, you have the authority to remove posts without further delay if in your judgment to see it would reasonably cause emotional distress to the targeted victim. (It is not enough for the perpetrator to have expressed “annoying,” “inappropriate” or “disrespectful speech” as such judgments are vague and subjective.) If you take down a post, you must preserve it. Capture the offending text in context and send the unedited image in a standard format file (e.g., .png or .jpg) to your program rep or program director with a note of the date and time of the capture, as well as a description of the reasoning for the deletion. If you are uncertain how to perform a screen capture, a quick search on the internet will provide pages with instructions. Staff in the Office of Instructional Enhancement can also assist. **If it is found that the post does not meet a test for unprotected speech, it may have to be reposted.**

**Preventing Plagiarism**

Plagiarism on papers is the most prevalent form of academic dishonesty. It is also easily deterred.

The Merriam-Webster dictionary definition of “plagiarize” is to “use the words or ideas of another person as if they were your own words or ideas.” Note that the author of this Guide just avoided plagiarism simply by setting off in quotation marks the words of Merriam-Webster to credit the source. If you expect your students to submit original papers in your class, **provide a definition of plagiarism in your syllabus, explain that it is a form of academic dishonesty, and declare your expectations regarding citation.** This can range from the simple use of quotation marks and contextual credits, to interlinear citations of book and chapter, to formal footnotes following an academic style guide. (Many instructors favor the guide of the American Psychological Association, APAStyle; or that of the Modern Language Association (MLA); others the Chicago Manual of Style.) If you take these steps, an act of plagiarism won’t likely be countered with an “I forgot how to do that” or “You didn’t tell us footnotes were required.” You can also make the point that even if a paper is properly cited, a document that cobbles together the works of others can hardly be credited to the student as an “original work.”

Your students will benefit from knowing that plagiarism is easily found out. The simplest search engines will now reveal unattributed excerpts from published sources. A document tainted by plagiarism will be awarded zero points or an “F”, and the final grade will be weighted accordingly. Before approaching a student with your suspicions or evidence, contact the Dean’s Office to report the transgression. A charge of plagiarism will be sustained only if the source material has been found.
Preventing Cheating On Exams

The best way to handle cheating is to try to prevent it.

Cheating during exams is accomplished through “wandering eyes,” unauthorized collaboration (whispering and hand signals), unauthorized use of calculators or other handheld devices, unauthorized access to hidden crib sheets (including those planted behind the towel dispenser in the nearest restroom), or unauthorized access to information photographed and transmitted by confederates using smartphones and Apple Watches. On occasion, students will pay other persons (“shills”) to take an exam for them, or will demand a private “make up” exam. In our experience, the courses most impacted by cheating are the baccalaureate-level courses in the sciences, math and statistics disciplines – areas that are particularly competitive and that frequently employ multiple-choice exams.

If you see wandering eyes, call out “eyes on your own test, please.” You may quietly move a suspected individual to another seat. If you catch blatant cheating, collect the exam and excuse the student. You may also ask for that baseball-cap-with-the-micro-writing-on-the-underside-of-the-bill or the unauthorized crib sheet to be surrendered provided you promise their return. But don’t insist – and please do not seize high-value electronics.

We believe preventive measures will be less stressful for you and appreciated by your students, including those who are thinking about taking an improper shortcut:

- If the exam is multiple choice, consider using multiple alternate forms using the same questions but in a scrambled order.
- If there is room, ask students to space themselves out.
- For large classes, require photo ID. If you plan to have IDs checked, note this on your syllabus and inform students before the exam. They will need to know to bring them.
- For large classes, ask students to sign an attendance roster when they turn in their exams. Or pass around a seating chart and have them sign their spot. Your real student’s signature won’t look anything like the fake signed by any shill.
- Require unauthorized materials and devices be placed out of sight, including smartphones. If the testing room has a working clock in the front (most do), you may ask that wrist-born electronics be removed.
- Promote high fashion: ask those wearing billed hats such as baseball caps to remove them, or suggest they be worn bill-backwards during the exam.

Sometimes cheating is not apparent during the exam session, but reveals itself when you grade. Hearing officers consider a significant pattern of identical wrong answers on multiple choice exams to be evidence of cheating. Similarly, with exams that require students to show their work, more than one person arriving at the same wrong answer in exactly the same wrong way will be seen as evidence of unauthorized collaboration.
Proctoring. *UCLA Extension expects exams will be proctored.* In traditional format classes, you are expected to proctor your own. If 40 or more students are enrolled in your class and the style of exam is prone to cheating (e.g. *multiple choice – not essay*) contact your program rep at least two weeks in advance of the exam date to arrange for assistance.

**Online Proctoring.** Mid-term exams of significant weight and all final exams for online courses numbered 1-199 (baccalaureate level) will be proctored. Students will log in to an online proctoring service, verify their identity, permit a visual inspection of the testing environment, and take the exam under camera surveillance. Proctoring is *not* required for online professional level courses (those numbered 300-499) because student work is typically assessed using means not prone to cheating, such as presentation of an essay, project, portfolio, proposal, or paper.

An exam tainted by cheating will be awarded zero points or an “F”, and the final grade will be weighted accordingly. You may approach a student with your suspicions or evidence – then contact the Dean’s Office to report the transgression. *If the alleged cheating occurred on a final exam and it is discovered while grading, post the grade “DR” to allow you to complete the grading of your class.*

**Instructor Conduct**

You may not, through content, mode of presentation, or promotion of your class, make promises—either explicit or implicit—of financial or business success, job placement, or physical or emotional cure. You, your guest lecturers, and participating organizations may not use the classroom as a forum for attracting clients into therapy, self-improvement programs, or business, professional, or social relationships. You may not use the classroom as a forum to promote personal, political, or religious views. You may not subcontract work to others. You may not directly transact cash or credit sales of any product or service in the classroom. You are expected to comport yourself in a professional manner, to refrain from using vulgar or derogatory language, and not to exploit the vulnerability of the instructor/student relationship. We also expect you to adhere to administrative deadlines and procedures.

**Substance Abuse**

Unlawful manufacture, distribution, dispensing, possession, use, or sale of alcohol or of controlled substances in our classrooms, on University premises, at official University functions, or on University business is prohibited. You may not use illegal substances or use or abuse legal substances in a manner that impairs instruction.

**Sexual Harassment**

Sexual Harassment is against the law, and it is a violation of University policy when perpetrated by any member of this learning community against another.
**Definition:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is either explicitly or implicitly presented as a condition for admission or participation in any University activity, or for the award of a passing or excellent grade. This is sometimes called *quid pro quo* harassment;

- such conduct has the purpose or effect of unreasonably interfering with an individual’s performance by creating an intimidating, hostile, or offensive environment. This is sometimes called *hostile workplace* harassment, which is as prohibited in our classroom as it is in any office. Instructors are responsible for managing the tone of discourse in their classes.

Allegations of sexual harassment at UCLA Extension are rare. This is largely due to the maturity and professionalism of our instructors and students, and perhaps in part due to our intolerance for an instructor’s fraternization with students. (As noted above, “You may not use the classroom as a forum for attracting . . . social relationships . . . You . . . are expected not to . . . exploit the vulnerability of the instructor/student relationship.”) In other words, you may not date or engage in consensual sexual or social relationships with your students.

It is far more likely you will come across a matter of sexual harassment in a different context altogether. You may be stopped after class or at break by one of your students with a report that they are a victim. They may ask for your help and guidance. Your students see you in a leadership role with the University and therefore expect you to be in a position to help. *You can.*

**Complaint Resolution:** Individuals who experience what they consider to be sexual harassment should be advised to confront the alleged offender immediately and firmly. Additionally, students or instructors who believe they have been sexually harassed must be encouraged to contact the Office of the Dean, UCLA Extension, (310) 825-2362 for help and information regarding sexual harassment or sexual violence complaint resolution. That office has experienced complaint resolution personnel. Victims of sexual harassment or other related criminal behavior (e.g. stalking, domestic violence, dating violence) should be encouraged to make this call, and to also *call the police* in the jurisdiction where any criminal conduct may have occurred.

For more information on this other related topics, we encourage you to read University of California policy on Sexual Harassment and Sexual Violence, Extension policy regarding Student and Instructor Grievance and Complaint Resolution, and Extension policy on Student Conduct. You are also welcome to view how we present this issue to our students.
Student and Instructor Grievance

Due to the size of Extension’s program and the nature of human interaction, the experience of students and instructors will never be conflict-free or without the periodic mismatch in expectation. In almost all cases, students, instructors and administrative staff work through their differences without a need for assistance. Occasionally, a situation will benefit from mediation. Accordingly, students and instructors have a right to an administrative intervention; which is to say, you and your students have the right to grieve.

Grievances can arise for many reasons – consider that our delegations are issue-driven and the policy passages long. Imagine you are dealing with an annoying and arguably disrespectful student demanding (again) that his A- be changed to an A. Your referral of the matter to your department can provide you with relief, and he with a final decision grounded in policy and the terms and conditions of his enrollment contract. For more about conflict management and resolution, especially regarding issues of speech and expression which can arise in the classroom, we suggest you review the Grievance and Student Conduct policies side-by-side. Students also have the right to request a refund by claiming UCLA Extension failed to deliver instruction as promised. (The provisions of the refund policy are similar to the Grievance Policy, but the Refund Policy also addresses the case of the student who is demonstrably incapable of completing their course of study through no fault of their own.)
Facilities | Safety

Classroom Use, Assignment and Scheduling

We will assign courses planned for traditional and hybrid delivery formats to any one of nearly 200 general assignment classrooms on the UCLA campus, to one of 80 classrooms and labs at our Extension centers, or to a venue acquired especially for your class somewhere in the LA metropolitan area.

Well over a thousand Extension courses and ten thousand meetings physically convene each quarter. Each is assigned to a classroom taking into consideration your availability, anticipated demand and room capacity, classroom configuration and equipment, and any special pedagogical needs sought by your program rep on your behalf. Building and room numbers appear on the signature page of your contract.

If teaching Saturday morning, you will be the first user of the day. Your classroom will be unlocked 30 minutes before your course’s scheduled start. On any other day or evening, if you require more than 10 minutes for audio visual set up, make sure your program rep knows to request and schedule early access. Since ours is largely an evening program, most of Extension’s classes will be the last to use what are heavily used classrooms each day – custodial care of the UCLA campus is done at night after your class departs. We find that most Bruins including Extension’s students are mindful about properly disposing of trash and leaving furniture arranged as it was found. You’re welcome to practice and direct your students to exhibit this good citizenship.

Unless you have called for special arrangements, your classroom becomes officially available to you ten minutes before its scheduled start. Prior occupants will know that they are expected to leave at that time. This ten minute buffer is allocated so that one group can exit while the next enters. If you arrive to find an exam still in progress, introduce yourself to the proctor/instructor and offer to hold your students outside to allow for an orderly transition. By extending this courtesy you will signal the proctor/instructor that it’s time for them to go, or you will both discover that the room has been double-booked. In such rare cases we ask you to defer to the exam session, and resolve to start late or seek an emergency room change for your class.

Unexpected and Unplanned Room Changes

Your program rep will keep an eye on your enrollments to make sure your class does not oversubscribe. A very late surge in enrollment, a large number of waitlisted students, or an unexpected number of visitors the first week can render a first night standing room only. Although a very rare occurrence, if you find this to be the case contact the AV/Hotline if on the UCLA campus, or the center front desk if at an Extension facility, explain the problem, and ask for a larger, nearby room. The AV staff or center personnel will know where other classes are meeting and can provide informed direction about rooms that appear to be vacant. (Trust their judgment. Some classes may be scheduled to begin later than yours so what appears to be an empty room next door might deceive you.) If you make a move, post a note on the writing board of the old room so any late arriving students will know where you have gone.
Room Temperature/HVAC

At times, room temperatures may need adjustment. If your class is on the UCLA campus or at the Extension Administration Building, call the AV/Helpline at (310) 825-4131. If your class is at the Figueroa Courtyard, 1010 Westwood Center, Gayley Center or Lindbrook Center, contact the front desk.

No Smoking

The entire UCLA campus and all UCLA Extension classroom facilities are tobacco free. *All forms of use are prohibited:* cigarettes, cigars, chewing tobacco, electronic vaporizers. This extends to the entire campus – pedestrian walkways, grounds, streets, classrooms, restrooms, hallways, labs; and to all spaces where we convene off-campus. Additionally, California law prohibits smoking within 25 feet of the entrance of any our leased off-campus venues.

We publish this prohibition in our catalogs and websites. You’re welcome to learn more about UC’s *Breathe Well* public health campaign, and to share this information with your students.

Labs

Eating and drinking are not permitted in labs.

Safety

The care you and your students take for your own security is a significant factor in keeping UCLA one of the safest and most inviting places in our community. During your first class meeting, we ask you to remind your students of these useful services, phone numbers and suggestions:

1. Call 9-1-1 from any location to connect to local law enforcement. If using your cell phone on the UCLA campus, UCLA-PD will dispatch. From off campus locations, you will be connect to the communication center of the local law enforcement agency.
2. The UCLA campus is equipped with Emergency Reporting System (ERS) phones, recognizable either by their bright blue hoods or “towers” with blue lights glowing on top. All campus parking structures have ERS call boxes in their stairwells and at numerous locations on each level. Simply *Press to Talk* and you will be connected to UCLA-PD communications as if you’d dialed 9-1-1.
3. For students and instructors attending classes on the UCLA campus, an escort service is available from dusk until 1 am for those who would like to be accompanied to and from their cars. The service is run by the UCLA-PD and should be requested at least half an hour before needed. To request this service, call (310) 825-1493
4. *Promote the safety of your students.* At the end of any evening class, offer to walk with students and encourage students to walk together to parking structures and lots. This encourages congeniality, an opportunity to debrief on
the evening’s lessons (another learning opportunity!), and promotes safety. Safety experts suggest you have car keys in hand so you need not linger before entering your vehicle; then to lock your doors and leave without delay. For more information about safety on the UCLA Campus, including a view of crime statistics, view the website presented by the UCLA Police Department.

5. **Emergency Notifications.** In the event of any emergency that might affect your safety or that of your students, UCLA Extension will broadcast notifications to all who are potentially affected – student and instructor -- using either the primary email address or the cell phone numbers (for SRS-text messaging) we have on file. Keep these notification pathways up to date and your smart phones programmed for receipt of email from UCLA Extension. You and your students are welcome to learn more about UCLA Extension’s policy and practice regarding safety, security and emergency action planning.

**Earthquake and Fire Emergency Review**

Earthquakes are a fact of life in California. Each year, between 100 and 150 earthquakes are felt, of which 3 or 4 will be deemed moderate with a magnitude 5 or higher. You can reduce the chance that you or your students will be injured in an earthquake (or fire) by recalling what to do before, during, and after its occurrence. We therefore ask you to **review the following safety tips with your students at the beginning of your first class meeting.**

**Before an Earthquake:**

1. **Know your surroundings.** Make a mental note of classroom and building exits, just as you make a mental note of restroom locations for bio-breaks. Learn the location of fire extinguishers and alarms.

2. UCLA posts emergency instructions in each campus building. UCLA Extension posts emergency instructions in each Extension facility. **Read them before the emergency.** Know your evacuation route(s).

3. **Keep a current printed roster in your possession.** If evacuation is necessary, a roster will help you account for your students.

**During the Shaking:**

1. **Duck, Cover and Hold. Stay where you are.** Get under a desk/table, or sit on the floor between auditorium seating rows, covering head and neck. Do not try to run out of the room.

2. People who are in building hallways when a quake starts should sit near a wall, covering head and neck if possible.

3. Do not try to run outside during an earthquake. **There is no time to get outdoors.**

4. If you are outside when the shaking starts, look for an open area away from buildings, utility lines, or trees, and drop to the ground. **There is no time to get indoors.**
When the Shaking Stops:

1. Remain calm and try to project calm. Check for injuries, administer first aid and offer assistance to those who need help. If a very strong earthquake occurs during evening classes, you and your students will want to evacuate the building after the shaking stops. As you can, assemble outside at least 100 feet from any building, stay together, and await instructions from emergency personnel or police. If there is a loss of power, do not attempt to navigate a darkened building or campus without assistance.

2. If a fire alarm has sounded, leave the building.

3. Do not use elevators after an earthquake or during a fire. Do not enter parking structures after a strong earthquake until you are told it is safe to do so.

About Fire Alarms. Fire alarms may sound at any time, and must not be ignored. If you hear a fire alarm, direct your students to the nearest exits. Do not re-enter a building with an audible or visible (flashing) fire alarm assuming it is false. Re-enter only after the alarm has stopped and any onsite Facilities, Fire or Police personnel have given an all clear. Fire and emergency personnel understand that classroom buildings will have classes in session, but won’t necessarily know to seek you out to provide you with specific directions or the latest information. Assess the situation. Seek them out to determine if your class will be able to resume within its scheduled timeframe. If not, dismiss your class and contact your rep for guidance on rescheduling.