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# COURSE CONTENT AND DESIGN

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## LOWER DIVISION COURSEWORK

- 001-099 Courses carrying no credit toward degree requirements, in particular, remedial coursework.
- 100-299 Courses taught primarily in the freshman and sophomore years and generally introductory in nature.

All lower division courses taught at the university, except 1-unit activity classes in Kinesiology and Music, must include a writing component. As appropriate for the discipline, the writing component for 100-299 numbered courses normally shall be 4-5 written assignments and at least one long term/research paper. Graduate credit is not allowed for lower division courses.

## UPPER DIVISION COURSEWORK

- 300-399 Courses primarily for advanced undergraduate students, usually having prerequisites.
- 400-499 Courses for advanced undergraduate, graduate and postbaccalaureate students. Courses 461, 462, and 463 are normally used for senior seminar or senior project, and do not apply to master's degree requirements.

As appropriate for the discipline, the writing component for upper division courses normally shall be three reports/essays and at least one major term/research paper of 15 pages in length or more. All written assignments at this level must include a strong research component.

A 299 or 499 course number signifies a well-defined, one-of-a-kind, special study usually on a topic or in an area not covered by a regular, titled catalog course. The maximum credit for a 299 or 499 course applicable to a degree is 8 quarter units. The maximum number of units that can be taken per quarter is 4 units. A 499 course number should not be used to: (a) offer lower division coursework, (b) extend internships, (c) award academic credit in place of pay or (d) award credit for work experience.

## GRADUATE LEVEL COURSEWORK

- 500-599 Courses open only to graduate and postbaccalaureate students, or seniors with prior approval.
- 600-699 Courses open only to unconditionally classified graduate students.
- 900-999 Courses including specialized workshops, seminars, and institutes designed to provide professional and occupational improvement. Not acceptable for degree credit.

A 599 course number signifies a well-defined, one-of-a-kind, special study at the post baccalaureate level usually on a topic or in an area not covered by a regular, titled catalog course. The maximum credit for a 599 course applicable to a degree is 8 quarter units with a maximum of 4 units per quarter. A 599 number should not be used to: (a) offer undergraduate level coursework, (b) extend internships, (c) award academic credit in place of pay or (d) award credit for work experience.

These graduate courses require that all students assume primary responsibility for an investigation that will contribute to the objectives of the class and that they report, interpret, and defend their findings orally as well as in writing.

## COURSE CLASSIFICATIONS--C/S (CLASS SIZE) NUMBER

Although the assignment of a C/S classification is not necessarily a part of the curricular process, classifications may be affected by curricular changes, for example, by changes in teaching methods, course content, or course descriptions. Since C/S classifications may affect resources, recommendations for this change must be transmitted by the initiating department via the college dean to the Office of Undergraduate Studies for approval. The department should include a justification for the C/S classification in the Summary of Proposed Curriculum Changes form. It is presumed that the C1–C 2 classifications primarily involve teaching by lecture, with sufficient discussion to ensure that transfer of knowledge occurs (Lecture Discussion). Requests for classifications C3 through C6 require the following additional justification:

- A statement about discipline content and necessary teaching methodology establishing that lecture discussion (C1-C2) approaches are inappropriate.
- Catalog copy that contains sufficient description about teaching methodology to support the requested classification.
- Expanded, or detailed, course outlines on file in the department which clearly support the C/S classification requested.

Please refer to the Appendix in this guide for a list of C/S Classification Categories and Descriptions.

## GENERAL GUIDELINES FOR COURSE CLASSIFICATION

**Lecture Discussion** - The primary activity is a lecture whereby the transfer of knowledge is one-way: from instructor to students. It is usually necessary to have some classroom discussion to ensure that transfer occurs.

**Lecture Presentation** - The classroom time involves student presentation of prepared analyses, which are then critiqued by the faculty (or students). Significant practice of written communication techniques.

**Lecture Problem-Solving** - The classroom time involves student interaction in a problem-solving and discussion mode, and communication of solutions and solution techniques. Faculty are involved in considerable one-to-one interaction to assist students in understanding appropriate thinking patterns, use of tools, and methodologies leading to correct responses.

**Seminar** - Primary activity in the classroom requires initiation of content discussion by students, either solely or in groups, with the faculty role primarily one of guidance and critique. The underlying presumption is that students, by reason of prior preparation, are capable of bringing considerable background information into the discussion. Limited to specialized advanced courses which focus on major written or oral reports by students and interpretation of materials presented by students and course instructors. Courses given this classification **MUST** have prerequisites.

**Clinical/Specialized Activity or Laboratory** - These courses require considerable background expertise, by the student. Classroom meetings involve student response to complex, unstructured, problem situations which require individualized faculty interaction and exercise of judgment.

- Activity classes require a two-hour meeting for one unit of credit. The faculty member earns 1.3 WTU for each two-hour meeting. Classifications within this group are to reflect the descriptions of C7 through C14.

- Laboratory classes require a three-hour meeting for one unit of credit. The faculty member earns either 1.5 WTU for each three-hour meeting (C15) or 2.0 WTU for each three-hour meeting (C16). Classifications within this group are restricted to those listed for each C/S number.
- Supervision classes are limited to those few where the teaching methodology requires a one-to-one relationship between student and faculty. (See current description in the faculty workload formula). Faculty “earn” WTU on the basis of students supervised, not the units assigned to the course (i.e. for a S36 classification one student = 0.33 WTU).

NOTE: When submitting course proposals, and revising or proofreading catalog copy, use the terms above to describe mode of instruction in course descriptions. See Suggested Guidelines for Writing a Course Outline below.

## SUGGESTED GUIDELINES FOR WRITING A COURSE OUTLINE

- 1) **Catalog Description:**  
Give course number, title, (limited to 30 characters), and unit value. Give catalog description exactly as it should appear in the catalog, including prerequisites and co-requisites, if any. The description itself cannot exceed 40 words (method of instruction and prerequisites are not considered part of the description). Describe the course as accurately and concisely as possible. Give method of instruction such as lecture, lecture-discussion, lecture-problem solving, activity, laboratory, etc., and include the number of hours the class will meet. See catalog for examples of similar classes.
- 2) **Required Background or Experience:**  
Give prerequisites and any other background which students must have before enrolling in the class, i.e. upper division status. If there are no prerequisites, state “none”. Since prerequisites will limit enrollment in the class, do not list prerequisites unless it is important that the students have the prerequisite before enrolling. Note: Implementation of prerequisite checking under Banner will necessitate that departments be especially careful to list only those prerequisites necessary to ensure students a reasonable chance of successfully completing the course. Introductory level classes may have no prerequisites. Upper division or advanced level classes frequently have one or more prerequisites.
- 3) **Expected Outcomes:**  
List the knowledge, skills, or abilities which students should possess upon completing the course.
- 4) **Instructional Materials:**  
List the text(s) that will be used, as well as additional references (books, journals, articles, etc.) which might be appropriate reference materials for this class. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.
- 5) **Minimum Student Materials:**  
List any materials, supplies, equipment, etc., which students must provide, such as notebooks, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that students cannot be assessed a fee unless the fee has been approved according to University procedures.
- 6) **Minimum College Facilities:**  
List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, A-V equipment, laboratories, etc.

7) **Course Outline:**

Describe specifically what will be included in the course content. This should not be a repetition of the catalog description but an expansion that provides information on specific instructional material to be included in the class, i.e. lecture topics, skills to be taught, etc.

8) **Instructional Methods:**

Describe which type(s) of instructional method(s) will be used in class: lecture, lecture-discussion, lecture/problem solving, seminar, activity, laboratory, etc. Include any method that is essential to the course, such as the use of particular instructional tools or software.

9) **Outcomes Assessment:**

The outcomes should be tied to the mission, goals and objectives of the program and to the objectives of the particular course. Describe the methods to be used in evaluating students' work, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc. Remember that all classes taught at the University except 1-unit activity classes in Kinesiology and Music must include a writing assignment.

Please refer to the Appendix in this guide for downloading a sample format of a Course Outline.