

In February 1992, an amendment was made to the Faculty Workload Policy (EP&R 76-36). Essentially, the change allows us to base the use of supervision codes on student contact hours rather than discipline and course level.

Special attention should also be given to the selection of the C/S classification for a course since the information provided on the course proposal forms is transferred to the computerized course catalog file and is used in determining the weighted teaching units for the academic planning data base reports.

How to Change a C/S Number

Departments wishing to initiate a C/S number change for a particular course can do so by using the course change form.

Use of 496 and 499 Courses

Policy adopted by the Senate, November 6, 1984; Revised May 13, 1986

The Undergraduate Curriculum Committee formulated the following statement to clarify the unique attributes of courses numbered 496 and 499. All departments across the campus should interpret these courses in a similar manner and offer their curricular presentations under the appropriate rubric.

A **499 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. It may be offered only with the consent of the instructor and is intended only for an individual student who has demonstrated ability to work independently and who is clearly qualified to work at an advanced level in the discipline. The instructor is expected to meet with the student regularly and by schedule to plan, monitor, and direct progress. Standard grading procedures must apply as in all other university courses. The maximum credit applicable toward a bachelor's degree is nine units. A 499 number should not be used in the following circumstances: to offer lower division coursework; to extend internships; to award academic credit in place of pay; for work experience; for class-sized groups.

The **496 number** designates defined, selected topics not specifically treated in regular catalog courses. It may thus be used either as an experimental precursor to a new course proposal or as a vehicle to explore current interests through a standard course format, including syllabus, texts or bibliography, explicit procedure or methodology, and an appropriate student population. Unlike the 499 course, the topics course should be subjected to a reasonable departmental review for need, relevance, and substance, since it must pass a series of reviews before being included in the Class Schedule.

Topics Courses (296, 496, 596, 696, Latin American Studies 580, Psychology 796, 886) and General Studies Courses

The Undergraduate Topics Committee (a subcommittee of the Undergraduate Curriculum Committee) and the Graduate Topics Committee (a subcommittee of the Graduate Council Curriculum Committee) are responsible for reviewing proposals for all topics and General Studies courses to be offered during the regular academic year, in extension, and in special sessions (i.e., summer term sessions). A detailed description of the policies and procedures appears on pages 63 and 64.

Credit/No Credit Courses – Undergraduate **Policy adopted by the Senate, April 1977**

Only those courses designated in the *General Catalog* as being offered for credit/no credit only will be approved for implementation.

Credit/No Credit Courses – Graduate **Policy adopted by the Graduate Council, October 1977**

Only those courses designated in the *Graduate Bulletin* as being offered for credit/no credit only will be approved for implementation.

In addition, specified sections of graduate level topics courses may be offered for credit/no credit provided the following statement is included in the course description in the *Graduate Bulletin*: "Specified sections of this course may be offered for credit/no credit. Refer to the Class Schedule."

Course Prerequisites **Policy adopted by the Senate, December 5, 1978**

1. The policy on course prerequisites is as follows:
 - a. Prerequisites for each course are stated in the course description.
 - b. Students must satisfy course prerequisites (or their equivalent) prior to beginning the course to which they are prerequisite. Faculty have the authority to enforce prerequisites listed in the catalog, to evaluate equivalent preparation, and to require proof that such prerequisites/preparation have been completed. Faculty may, during the first week of classes, request students without the prerequisites or equivalent preparation to take formal action to drop the course. Failure to comply will result in a failing grade.
2. In light of this prerequisite policy, each department shall review *all* of its courses and submit proposals to reaffirm or modify or delete existing prerequisites, or add new ones as appropriate. The following guidelines shall be used to review prerequisites:
 - a. Departments are expected to clarify upon what basis the consent of the instructor is to be given, if such consent is a course prerequisite.
 - b. Departments are reminded that upper division and senior standing are determined solely on the basis of total number of units completed. Such standing is not a guarantee that prior coursework has been completed in the discipline.
 - c. Departments must devise systems for monitoring the enforcement of their own prerequisites. Some departments currently require that their students sign a statement indicating where and when prerequisites were completed and the grade received. Departments may also indicate in the catalog and class schedule that proof of completion of prerequisites is required and may require students to submit a grade report, transcript, test score, or other verification that prerequisites have been satisfied. In addition, completion of selected tests can be verified by the computer during the registration process.
 - d. Departments are urged to use the terms "strongly recommended" or "recommended" instead of "prerequisite" where appropriate.

Syllabus Design **Policy adopted by the Senate, April 27, 2004**

Senate Policy on syllabi requires that all course syllabi include a description of expected student learning outcomes and that departments retain and make accessible the most recent versions of course syllabi.

1. Course Syllabi: The syllabus for each course shall describe the course's purpose, scope, and expected student learning outcomes. In addition, each syllabus shall describe the design, conduct, and grading policies, which vary by section. A syllabus shall not bind the instructor to specific details, and the instructor shall retain the right to adjust the course design. Major departures from the syllabus, however, especially with regard to learning outcomes and grading policies, shall be made only for compelling reasons.
2. Instructors shall provide students with access to the syllabus at or before the first class meeting, except when circumstances beyond the control of the instructor prevent such distribution.
3. Instructors shall make available to their department the most recent version of each syllabus. Departments shall retain and make accessible the most recent versions of syllabi.

A detailed description of course syllabi production begins on page 90.