



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Office of Academic Programs • WH 440 • creview@csudh.edu

New Course & Course Modification Approval Process

Step #1: Originator/Department:

- Faculty member(s) develop the following in consultation with the Chair regarding resources & alignment with College mission:
 - Course description & pre-requisites (catalogue copy)
 - Number of units
 - Rationale for new course
 - Student Learning Outcomes (SLOs)
 - Course title, description (including student learning outcomes, sample assignments, & list of potential texts for each course—in order to demonstrate disciplinary perspectives and how outcomes are being supported/addressed—but NOT a whole syllabus with dates and policy statements)
 - Learning Outcomes Matrix (SLOs to PLOs)
 - Grading method
 - Mode of instruction
 - Pre-requ's/Co-requ's
 - CS#, developed in consultation with Dean and Academic Programs
 - Enrollment restrictions
 - Cross-listing
 - Resources required
 - Predicted enrollment & number of sections
- Faculty member(s) consult with the following on the relevant components of the proposal and gets evidence of such consultation and the consultants' written feedback, including the Dean's impact statement:
 - Library
 - IT
 - Relevant departments (those that might use the course or seemingly overlap with the course)
 - Chair must consult with the Dean and provide a chair's impact statement that addresses if/how the course aligns with the college mission, its marketability, a willingness (or not) to provide resources (human, financial, etc.) described in the proposal, the substance of the consultations, and the response to any objections that were raised, including consultation with other Deans, if necessary.

****Note the Chairs' impact statement will need to be signed by the Dean, indicating that consultation with the Dean has occurred, and there should be a space for the Dean to make any comments. This impact statement will be included with the proposal throughout the approval process, but any concerns raised by the dean will be addressed at the Provost/Academic Affairs level; curriculum committees are not responsible for addressing or considering these issues and discrepancies and instead will be focused on curricular matters only.**

Step #2: Special Designation Committees (GWAR-Certifying, Ethnic Studies, Online/Hybrid)

- What does each of these committees consider?
 - Whether the course aligns with the requirements associated with the designation
- What do these committees need to see/look at in order to address these questions?
 - Course description, student learning outcomes, list of potential texts and sample assignments
 - Explanation of how the above fulfills the requirements of the special designation/category
 - Outcomes matrix (Course outcomes to the outcomes associated with each designation)



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Step #3: Department/Chair Approval

- **What does the department consider?** Everything created as part of Step #1 plus a response to the Chair's impact statement, if so desired, and any individual departmental faculty objections to the proposal, including the chair.
- **Who approves?** Curriculum Committee Chair &/or Department chair/program director
- **What does such "approval" indicate to the subsequent committees?**
 - Appropriate consultations have been made and addressed, including with the Dean;
 - the proposed course is current & relevant to program's needs;
 - the proposed program meets disciplinary standards and reflects current trends in the field; and
 - a simple majority of voting faculty members, as defined by the department.

Step #4: Campus-Wide Sharing

- **What does campus need to see?** Course description with a link to the whole proposal
- **What is the timeline and process for this step?**
 - The campus has 10 working days to notify the department and Academic Programs (AP) that they have an objection, then they get 10 additional working days to submit their full objection in writing as an attachment to the Department.
 - The department addresses it and submits its response along with the written objection to the College Curriculum Committee
 - Objections can only be made on grounds pertaining to curricular matters, not finances.
 - Intra-college disputes are addressed by the College Curriculum Committee; Inter-college disputes are addressed by UCC. Committees are required to invite both parties to speak to the objection.

*There has been debate about whether the College Committee should get to weigh in on cross-college (inter-college) objections, or if they should go straight to UCC, so we should pose this as a question to the larger campus community.

Step #5: College Curriculum Committee

- **What does this committee consider?**
 - Does the course align with the College mission?
 - Is the disciplinary lens/boundary clear and distinctive? Do the course descriptions reflect the disciplinary perspectives and approaches?
 - Do the outcomes (SLO's to PLO's) align?
 - How will this course impact other courses in the College?
 - Have intra-college objections been sufficiently addressed?
- **What does this committee need to see/look at in order to address these questions?**
 - Course descriptions
 - Outcomes matrix
 - Pre-requisites
 - Chair's impact statement (but only for impact on other courses in terms of curriculum, not in terms of resources)



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Step #6: G.E.

- What does each of these committees consider?
 - Whether the course aligns with the requirements associated with the designated GE Area requirements and its associated outcomes.
- What do these committees need to see/look at in order to address these questions?
 - Course description, student learning outcomes, list of potential texts and sample assignments
 - Explanation of how the above fulfills the requirements of the category
 - Outcomes matrix (Course outcomes to the outcomes associated with the G.E. category and its associated G.E. outcomes)

Step #7: Graduate Council

- What does this committee review?
 - New graduate courses (not course modifications)
- What does this committee consider?
 - Whether the proposed new course impacts an existing graduate course,
 -
- What does this committee need to see/look at in order to address this question?
 - Course description, rationale for new course, student learning outcomes, list of potential texts and sample assignments

Step #7: University Curriculum Committee (UCC)*

- What does this committee consider?
 - Have inter-college objections been sufficiently addressed?
 - Unresolved intra-college objections
 - Any further objections/appeals
- What does this committee need to see/look at in order to address these questions?
 - Course description and rationale that addresses how course meets student need/demand
 - Outcomes matrices

*UCC only looks at courses if there was an objection and/or it is part of a new program.

Step #8: Provost's Office

- Ensures that Curriculum Review Process was followed appropriately
- Reviews Chair's Impact Statement
- Checks for compliance with Title V and all relevant EO's

Appeals Process

- College Committee decisions can be appealed to UCC and UCC decisions can be appealed to EPC within 10 working days of having received notification of the decision and must explain, in writing, why the department is not satisfied with the decision. More information on the appeal and objections process can be found [here](#).