
Curriculum Review Guide



California State University
Dominguez Hills

Revised Fall 2007

UNIVERSITY CURRICULUM REVIEW PROCESS

OVERVIEW

The Curriculum Review Process is the procedure by which curriculum proposals are reviewed in contexts beyond the individual program. The process involves the coordination of CSU system-wide goals and CSUDH mission and goals with existing and proposed programs within the university.

The development and approval of curriculum is a collegial process involving faculty, the administration, the President of the University, and the Trustees of the CSU. The purpose of our curriculum process is to ensure that the academic standards of the university are met, yet provide enough flexibility to allow the curriculum to be responsive to the needs of the current and potential student body.

Responsibility for the intellectual content of the curriculum and its constituent courses, including the requirements governing curriculum and courses, resides with the faculty, both as individual teachers and as members of the several university-wide committees. College deans exercise administrative responsibility for the implementation of the curriculum, including immediate responsibility for staff and physical resources.

The Provost/Vice President Academic Affairs (VPAA) has the authority for overall administration of the curriculum. The Vice Provost has the delegated authority for management of the curriculum.

The President of the University has recommending authority over degree programs and approval authority for some degree program options, minors, emphases, concentrations, and certificates. Authority for modification of instructional programs is defined by the nature of the modification. Some modifications may require review by the Chancellor, while others may be approved by university officers given appropriate authority by delegation from the President. However, all curriculum changes go to the Chancellor's Office either as information or for review and approval.

The Chancellor of the CSU exercises administrative authority over the establishment of curricular programs on the CSU campuses and, acting on the recommendations of the campus Presidents and under the authority of the Board of Trustees, authorizes implementation of curricular programs.

All curriculum proposals that go to the Chancellor for approval also go to the California Post-secondary Education Commission (CPEC) either for information or for review and approval. CPEC has "review and comment" authority over all new degrees on the campus Academic Plan.

The purpose of this Guide is to provide a clear description of procedures and processes inherent in the management of the university curriculum including the development, initiation, management, modification, and discontinuation of all elements of the curriculum.

The person or department wishing to propose new, modified, or deleted curriculum is advised to check with the Office of Academic Programs on the appropriate procedures and forms to use. Curricular forms and copies of academic policies are available in the Office of Academic Programs, WH A340 or by calling ext. 3308 (see last page for a list of available documents). Changes and amendments will be made to this Guide as appropriate to incorporate changes in university regulations and policies.

The Graduate and Undergraduate Deans are available to provide assistance in completing proposals, to review them for conformity with accepted policies and procedures, as well as to edit them to follow the format used in the university catalog.

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GENERAL INFORMATION

Ordinarily, departments or programs initiate proposals for curricular changes, although any member of the university community (faculty member, student, or administrator) may begin the process.

To ensure that the deadlines for final catalog copy and degree approval cycles can be met, a schedule of timelines for submission of curriculum proposals from the colleges to the office of the Provost has been established. These timelines are distributed campus-wide at the beginning of each Fall semester. The timelines for submission of proposals for consideration for inclusion in the next catalog is mid February of the preceding academic year. Submission does not ensure inclusion, however.

It is the responsibility of the dean of each college to set timelines within the college that will allow adequate time for the development of the curriculum and for the college review while ensuring that the timeline can be met for submission of proposals for the university-wide review.

Even if all goes well with a proposal, normally at least a year will elapse between the time a proposal is submitted and its appearance in the print catalog. Online updates will be posted in terms between publications of the print catalog. A proposal would be effective no earlier than the semester following the completion of the review and approval process.

New Programs, whether they require off-campus approval or need only campus approval, are submitted according to the procedures for submitting proposals as developed by the Chancellor's Office (See Appendix A for new degree programs; Appendix B for new options, concentrations, minors, certificates and credentials). Before proposals for new programs can be submitted they must go through a rigorous review (see Phase I).

Credential proposals are submitted both in the format requested by the California Commission on Teacher Credentialing (CCTC) and Appendix B. In general new or modified credential or subject matter preparation programs should be sent through the curriculum process for review prior to CCTC approval.

UNIVERSITY CURRICULUM COMMITTEE

OVERVIEW

University curriculum will be reviewed and approved by the University Curriculum Committee (UCC). UCC will be composed of approximately Twenty (20) members, including the Chair.

CHARGE

The University Curriculum Committee, which reports to the President or his designee, the Provost and Vice President for Academic Affairs, has the following responsibilities:

- Review and recommend approval or disapproval of new, modified, or deleted programs and courses;
- Review and recommend action on appeals of college curriculum related decisions;
- Review and recommend action on proposals returned to the originating unit for revisions or additional information by off-campus approval bodies;

- Identify curricular policy issues to be referred to the Educational Policies Committee of the Academic Senate;
- Prepare an annual report for the Academic Senate, Provost and Vice President for Academic Affairs.

PANEL MEMBERSHIP

The Membership of UCC shall be comprised as follows:

Voting Members

- 1 Academic Senate appointment
- 1 Faculty member from each college, elected by the college
- 1 Instructional dean
- 1 University Library representative
- 1 Student representative
- 1 General Education Committee, chair or designee
- Educational Policies Committee, chair or designee
- Graduate Council, chair or designee
- Program Review Panel, chair or designee
- University Student Learning Outcomes Assessment Committee, chair or designee

Ex-officio Members

- Graduate Dean
- Undergraduate Dean
- University Registrar or designee
- Staff Member – Academic Programs
- Staff support provided by Office of Academic Programs

The Graduate/Undergraduate Dean will act as the administrative liaison to the committee to schedule and coordinate its activities.

TERMS OF SERVICE

To maintain continuity in decision making, all terms of service will be staggered and members will serve for a period of two academic years. The Committee will elect its own chair annually.

FREQUENCY OF MEETINGS

The committee will meet the second and fourth Wednesday of each month during the academic year. The first meeting of the fall term will commence in September and the first meeting of the spring term will commence in February.

EVALUATION

The Committee will prepare a written annual report on its activities and make recommendations based on its experience. The annual report will be submitted to the Chair of the Academic Senate, the Provost and Vice President for Academic Affairs.

CURRICULUM REGISTER

The Curriculum Register is the official publication for campus-wide sharing of proposed and reviewed curriculum.

The Curriculum Register is published the first and third Monday during Fall and Spring semesters by the Office of Academic Programs. Deadlines for publication in the *Curriculum Register* are available from the Office of Academic Programs. In the event that no synopses are submitted and UCC has no recommendations during a given cycle, the *Curriculum Register* will not be published for that cycle.

PROCESS FOR SUBMITTING CURRICULUM PROPOSALS

FACULTY MEMBER(S)

Faculty who wish to initiate proposals should secure the appropriate forms from the Curriculum Review webpage or the Office of Academic Programs, complete the forms, and prepare a synopsis in narrative form of the proposal appropriate for publication in the Curriculum Register.

To ensure full consultation, the originators will distribute copies of the proposal and synopsis to the Department Curriculum Committee and/or, if appropriate, Program Faculty, and send a copy of the proposal *with the original signature form* to the Department Chair or Program Head.

Curriculum Registers are available from the Office of Academic Programs. In the event that no synopses are submitted and UCC has no recommendations during a given cycle, the Curriculum Register will not be published for that cycle.

DEPARTMENT CHAIR or PROGRAM HEAD

The Department Chair or Program Head signs the form indicating that he or she has seen the proposal. The Department Chair or the Program Head reads but does not approve or disapprove the proposal. He or she should, however, submit comments and/or recommendations to the Department Curriculum Committee or Program Faculty, and send a copy of the comments to the originating faculty member[s].

DEPARTMENT CURRICULUM COMMITTEE OR PROGRAM FACULTY

The Department Curriculum Committee or the program faculty is the first level of review.

This body reviews the proposal and considers any comments from the Department Chair or Program Head. If the majority of this body agrees that the proposal has merit and is consistent with the mission of the unit, the form is signed by the Curriculum Committee Chair or Program Faculty Designee, and the chair/designee sends the proposal to Academic Programs for Campus-wide sharing.

If the Department Curriculum Committee or the Program Faculty agrees that the proposal does not have merit, the chair/designee sends it back unsigned to the initiator(s) with suggestions for revision, and an option to resubmit.

The originators of the proposal and the Department Chair should be notified of this body's action in a timely manner.

The appropriate signature on the official form indicates that there has been formal department/program review of the program or course change, that it meets the university guidelines for curriculum proposals, and has the necessary attachments.

CURRICULUM REGISTER & PROCESS FOR CAMPUS-WIDE SHARING OF CURRICULUM PROPOSALS

If a curriculum proposal is approved at the first level of review (Department Curriculum Committee or Program Faculty), the chair of the Department Curriculum Committee or Program Faculty Designee forwards the full text of the proposal, along with the synopsis of the proposal in narrative form to the Office of Academic Programs for inclusion in the Curriculum Register. Faculty will have 10 working days from the publication of the Curriculum Register in which to respond directly to the chair of the College Curriculum Committee.

It is also the responsibility of the proposing faculty to simultaneously send copies of the synopsis and proposal forms to the following designated individuals and campus committees and to make available the full text of the proposal:

- Academic Dean
- The chairpersons of the
 - General Education Committee, as appropriate
 - Graduate Council, as appropriate
 - Liberal Studies Committee, as appropriate
- Other departments/programs affected by the proposed curriculum change

The responsibilities of each of the above are specified as follows:

ACADEMIC DEAN

The **dean of the proposing unit** reviews the full proposal made available by the proposing faculty. The dean prepares an impact statement outlining the resources needed for the proposed change, including but not limited to:

- how the proposal meets the University Mission and College Goals and Objectives,
- faculty workload,
- faculty expertise,
- space,
- equipment,
- funding, and
- impact on other programs within the college.

Within ten working days from posting of the Curriculum Register, the dean's recommendations and the impact statement are sent directly to the chair of the College Curriculum Committee. Copies are sent to the department curriculum committee or program faculty designee, the department chair, and the original proposer(s).

OFFICE OF ACADEMIC AFFAIRS

The Provost's/VPAA designee reviews the proposal forwarded by the College Curriculum Committee and prepares an all-university resource impact statement including but not limited to:

- how the proposal meets the University Mission and Goals and Objectives,
- faculty workload
- space
- equipment
- funding
- impact on programs outside the proposing college

Within ten working days from posting of the synopsis in the Curriculum Register, the Provost/VPAA designee will send this statement and any recommendations directly to the **chair of the College Curriculum Committee originating proposal**. The Provost/VPAA designee will also send copies of the impact statement to the appropriate dean, the chair of the originating department, the chairs of the appropriate departmental curriculum committees, UCC chair, and the original proposer(s).

THE GRADUATE COUNCIL

The Graduate Council reviews the proposal forwarded by the proposing faculty for its possible impact on graduate education. The Council will review the proposal to ensure that it is consistent with graduate standards and policies, and that there is no course duplication. The review must occur at the first meeting after receipt of the proposal. The Graduate Council sends comments to the chair of the **College Curriculum Committee** within ten working days of the Curriculum register posting, if the Council wishes to have its comments considered. The Chair of Graduate Council sends copies of the comments to the appropriate dean, the chair of the originating department, the chairs of the appropriate curriculum committees, UCC chair and the original proposer(s).

THE GENERAL EDUCATION COMMITTEE

The General Education Committee reviews the proposal forwarded by the proposing faculty for its possible impact on the general studies curriculum. The review must occur at the first meeting after receipt of the proposal. The General Education Committee sends comments, to the chair of the **College Curriculum Committee** within ten working days of the curriculum register posting, if the General Education Committee wishes to have its comments considered. The chair of the General Education Committee sends copies of the comments to the appropriate dean, the chair of the originating department, the chairs of the appropriate curriculum committees, UCC chair, and the original proposer(s).

THE LIBERAL STUDIES COMMITTEE

The Liberal Studies Committee reviews the proposal forwarded by the proposing faculty for its possible impact on the Liberal Studies program. The review must occur at the first meeting after receipt of the proposal. The Liberal Studies Committee sends comments to the chair of the **College Curriculum Committee** within ten working days, if the Liberal Studies Committee wishes to have its comments considered. The Director of the Liberal Studies Program sends copies of the comments to the appropriate dean, the chair of the originating department, the chairs of the appropriate curriculum committees, UCC chair, and the original proposer(s).

OTHER DEPARTMENTS OR PROGRAMS AFFECTED BY THE PROPOSED CHANGE

The proposer will notify the department chair and/or the program coordinator if the proposed change directly affects another program (i.e. removal or addition of courses from a program). The department chair or program coordinator will review the proposal for possible impact. The comments are sent to the chair of the **College Curriculum Committee** within ten working days, if the department/program wishes to have its comments considered. The department chair/program coordinator sends copies of the comments to the appropriate deans, the chair of the originating department, the chairs of the appropriate departmental curriculum committees, UCC chair and the original proposer(s).

OTHER DEPARTMENTS OR PROGRAMS IN THE COLLEGE

Other departments or programs may send comments on the curriculum proposal to the **chair of College Curriculum Committee**. These comments should be sent within ten working days from the posting of the *Curriculum Register* with copies to the appropriate dean, the chair of the originating department, the chairs of the appropriate curriculum committees, UCC chair, and the original proposer(s).

Campus community members may send comments on the curriculum proposal to the **chair of College Curriculum Committee**. These comments should be sent within ten working days from the posting of the *Curriculum Register* with copies to the appropriate dean, the chair of the originating department, the chairs of the appropriate curriculum committees, UCC chair, and the original proposer(s).

During this level of review, the entire campus community may respond to the synopsis of the proposal included in the *Curriculum Register*. All faculty will have ten working days after the publication of the *Curriculum Register* in which to submit comments directly to the proposing College Curriculum Committee chair. Comments submitted after this level of review will **not** be considered.

COLLEGE CURRICULUM COMMITTEE

This is the second level of review and involves campus constituencies working simultaneously.

The proposing faculty forwards the full text of the proposal with the synopsis and curriculum forms with original signatures to the College Curriculum Committee.

It is the responsibility of each college curriculum committee to process proposals in a timely manner that meets the review requirements as well as catalog and other campus deadlines. Further, the college curriculum committee is also responsible for ensuring that all curriculum forms and supporting documents are complete and attached when forwarded to UCC. Any proposal forwarded to UCC that is deemed to be incomplete or to contain errors or inconsistencies will be returned to the college curriculum committee with an information copy to the original proposer(s).

Following the ten-day moratorium, the college curriculum committee reviews the proposal in a timely manner and considers any comments from campus constituencies. If the majority of this committee agrees that the proposal has merit and is consistent with the mission of the college, the form is signed by the College Curriculum Committee chair, and the chair sends 20 copies of the complete proposal,

including any impact statements and comments from campus constituencies to the next level of review--the University Curriculum Committee.

If the College Curriculum Committee determines that the proposal does not have merit, 20 copies of the proposal are forwarded unsigned to UCC.

The originators of the proposal and the Department Chair are notified of this committee's action in a timely manner.

If any individual or group submits formal, written objections about a proposal, it is the College Curriculum committee's responsibility to attempt to resolve those objections in a timely manner. The College Curriculum Committee should establish its own procedure for resolution of objections. After thorough review and an exhaustive attempt to resolve such conflicts, the college committee sends to UCC 20 copies of a full report of the objections raised, the attempts to resolve them, and its recommendations, along with 20 copies of the proposal.

The chair of the College Curriculum Committee also sends copies of this report to the Academic Deans, the appropriate curricular dean, the Vice Provost for Academic Affairs (as appropriate), the Graduate Council, the General Education Committee, the Liberal Studies Committee, any faculty member who submitted objections to the proposal, the department curriculum committee or program coordinator, department chair, and the original proposer(s).

The proposer may appeal a negative decision by the College Curriculum Committee to UCC. Similarly, an entity that has submitted a formal, written objection within the specified time frame may also appeal the decision of a College Curriculum Committee. See section on "Process for Appeals".

UNIVERSITY CURRICULUM COMMITTEE

The University Curriculum Committee (UCC) is the final level of on-campus curricular review.

Any submission at this level that is deemed to be incomplete by the Chair of UCC will be returned to the College Curriculum Committee prior to UCC review.

It is the responsibility of the University Curriculum Committee to make a final decision regarding the approval or disapproval of all curricular aspects of proposals. This process includes review of all curriculum change proposals, returning proposals for modification if deemed necessary, reviewing all comments forwarded to them by the College Curriculum Committee, and considering any appeals to the recommendations of the College Curriculum Committee.

PROCESS FOR APPEALS

The University Curriculum Committee will consider and make decisions regarding any objections that were not successfully mediated at the College Curriculum Committee level. A proposer who wishes to appeal a negative decision by the College Curriculum Committee should submit 20 copies of a written justification for his or her appeal within ten working days of the College Curriculum Committee's decision to UCC. Similarly, a faculty member who has already filed an objection and wishes to object further to a specific curriculum proposal may appeal directly to UCC. He or she should submit 20 copies of a written justification for his or her appeal, along with 20 copies of a summary of the resolutions attempted by the college curriculum committee within ten working days of the College Curriculum Committee's decision.

Prior to making its decision, UCC shall select one or more of the following procedures to assist the committee in its resolution of the appeal:

- Make a decision based on the information at hand.
- Invite the appropriate parties to a UCC meeting.
- Form a subcommittee to report back within a certain amount of time.
- Hold a public hearing.

Additionally, if a faculty member who has already filed an objection and wishes to object further, the provisions of EPC 05-12, Reporting Lines and Appeals Process for UCC and GE will be followed:

EPC 05-12
Reporting lines and appeals process for UCC and GE
Second Reading Item MSP 4/26/06

Whereas the curricular process is the province of the faculty; and

Whereas UCC and GE now report to the President, or his designee, the Provost; and

Whereas oversight of the curricular process should reside with the Academic Senate as the representative body of the faculty:

Therefore, be it resolved that the chairs of UCC and GE deliver an annual detailed, substantive report to the Academic Senate; and

Be it also resolved that while decisions of these committees and their subcommittees are normally final, under extraordinary circumstances they may be adjudicated by EPC. Examples of “extraordinary circumstances” include, but are not limited to, decisions made contrary to normal procedures; decisions that are arbitrary, unreasonable, prejudiced or capricious; and decisions involving conflict of interest. The burden of proof that the decision was incorrect lies with the party making the appeal. Errors in procedure will normally be remanded back to the committee for reconsideration.

UCC RECOMMENDATIONS

After due consideration, the University Curriculum Committee makes its final disposition and notifies the campus community in the Curriculum Register.

Notification of UCC’s action, including comments and a request for implementation, are sent to the Provost/VPAA. The University Curriculum Committee forwards recommendations along with the full text proposal to the Provost/VPAA.

**SUPPORTING INFORMATION FOR PROGRAMS
IN
CURRICULUM REVIEW PROCESS**

CERTIFICATE PROGRAMS

Requirements for certificate programs and procedures for them are delegated to the University. The following PM contains the campus definition and policies regulating certificates. New and modified certificate programs are reviewed using the regular curriculum process.

PM 90-02: revision of PM 80-14, superseding PM 78-05 and PM 80-14 - President Robert C. Detweiler

Subject: Guidelines for Approval and Review of Certificate Programs

Guidelines for Certificate Programs

1. Definition. A certificate program is defined as an approved pattern of credit-bearing courses designed to meet specific curricular needs. A certificate is usually characterized by a focus on occupational, professional, or other special interests and/or needs of a definable group of students. The focus is ordinarily narrower than that of a degree major program.
2. Units. The number of upper division or graduate units included in a certificate program will vary depending on its objectives, but will normally not be less than 12 units nor more than 24 units.
3. Grade Point Requirement. A grade point average of no less than 2.0 (C) is required in all undergraduate and 3.0 (B) in all graduate certificate programs. Each program may propose a higher minimum grade point average for its certificate programs.
4. Curriculum Review Procedures. The curriculum review procedures are the same as those for new options, concentrations and minors. The course requirements will appear in the catalog. Certificate programs are subject to periodic review through the regular program review process.
5. Application for Completion. Students must file an application for completion of the certificate program with the graduation unit of the Records office. A standard university certificate with the name of the specific certificate program will be awarded to those students who have met all program requirements. The transcript will note the completion of the certificate program.

CREDENTIAL PROGRAMS

Credential programs are offered by the College of Education. There are basic teaching credentials (e.g., elementary and secondary) and special/service credentials (e.g., educational administration, special education, counseling, school psychology).

Although final approval for credential programs is from the California Commission on Teacher Credentialing (CCTC), new and modified programs are subject to the regular curriculum review process and review.

New Credentials

Before being forwarded to CCTC for review and approval, credential proposals should be submitted for local review using the "Request for New Academic Programs" form and follow the format outlined in Appendix B. In addition, one copy of the document prepared for CCTC should be forwarded to the Dean of Graduate Studies and Research.

Revision of Existing Credential Programs

Proposals to revise an existing credential program are to be submitted using the "Request for Permanent Change in an Academic Program" form and the procedures described for other academic program changes. A copy of the document prepared for CCTC should be attached.

All local review must be completed **before** the proposal is submitted to CCTC for review and approval.

SINGLE FIELD MAJORS

PM 91-07: Guidelines for Single Field Majors - President Robert C. Detweiler

This Presidential Memo is in support of the Academic Senate resolution, EPC 90-32, setting forth criteria for single field majors.

The CSU Dominguez Hills faculty are committed to guiding their students toward a broad liberal arts education. Students are to be provided an opportunity to select diverse courses in areas of interest outside their major and within the requirements of the bachelor's degree. To this end, the faculty are asked to construct academic programs so that each student may complete, in addition to the requirements of the major, the General Education requirements and a significant number of elective courses which may be organized in the form of a minor within the unit requirement of the bachelor's degree.

Acknowledging that there may be constraints upon some academic programs which make it difficult for a student to complete both a major and a minor within the number of units required for a bachelor's degree, the Academic Senate sets forth these criteria for single field majors:

1. **Demonstration of Need.** An academic program must clearly demonstrate and provide evidence that only with a single field major can it maintain its academic or professional integrity as evidenced by accrediting standards, certifying agencies, or established practice at comparable universities and college.
2. **Breadth of Offerings.** When a single field major is requested, the major must include among its required courses, courses from other disciplines.
3. **Western Association of Schools and Colleges (WASC) Guidelines.** Programs offering the single field major must comply with the current WASC standards on undergraduate programs, specifically the standard which requires that the equivalent of two years of study toward the baccalaureate degree will be in general education and unrestricted electives.

PROGRAM FORMS

Forms are available in the Office of Academic Programs (see Appendix H for samples of program and course forms).

COURSE NUMBERING SYSTEM AND RESERVED NUMBERS

Course Numbering System

001 - 099	Sub-collegiate courses, not for baccalaureate credit
100 - 199	Lower division courses normally taken in the freshman year
200 - 299	Lower division courses normally taken in the sophomore year
300 - 399	Upper division courses normally taken in the junior year
400 - 499	Upper division courses normally taken in the senior year
500 - 599	Graduate courses ordinarily limited to graduate students; post-baccalaureate students and last semester seniors with prior departmental approval

Course Numbers Reserved for Specific Course Type

To assist in the identification of courses common to several academic programs, the following numbers have been assigned for exclusive use:

490/590	Senior/Graduate Seminars
294/494/594	Independent Study
495/595	Selected/Variable Topic courses. This number should also be used for experimental courses offered prior to curriculum review and approval.
496/596	Undergraduate/Graduate Internship
497/597	Undergraduate/Graduate Directed Reading
498/598	Undergraduate/Graduate Directed Research
499/599	Undergraduate/Graduate Capstone Activity: Thesis Project or Comprehensive Examination.

These courses do not need to go through the regular curriculum review process for existing programs. A memo from the department chair or program coordinator can be sent to the Dean of Undergraduate Studies or Dean of Graduate Studies via the college dean. The memo should include course number, title, units, grading method and course description. Once the dean receives the memo, the courses will be added to the Course Catalog File and listed in the next university catalog.

BACCALAUREATE LEVEL COURSES

Considerations Involved in Determining What Constitutes a Baccalaureate Level Course (from AS-1401-83/CC, September 1-2, 1983. Approved November 10, 1983, without dissent.

RESOLVED: That the Academic Senate of The California State University endorse the attached "Considerations Involved in Determining What Constitutes a Baccalaureate Level Course."

Because baccalaureate-level course work is intended to contribute to the student's attainment of the objectives embodied in the baccalaureate degree, courses which are designated as baccalaureate level will meet, as one of several standards, the criterion of having a "bridging" function, helping to move the student from the skills and knowledge expected at entrance toward the competencies expected at graduation.

In areas of the curriculum for which The California State University has identified expected entry-level competencies (e.g., English, mathematics), baccalaureate courses will not replicate the skills and knowledge which are entry expectations but will instead require for their satisfactory completion, the prior attainment of such skills and knowledge.* The General Education program statements on entry-level skills, along with pertinent statements prepared for dissemination by the CSU, constitute one source of guidance as to English and mathematics entry-level expectations. As comparable statements are developed in other areas of the curriculum, reference to entry-level expectations will be useful in helping to define baccalaureate level.

Various graduation expectations, such as those expressed in the goals of General Education, the objectives of the various majors, the standards for competency in writing (and perhaps, in other future areas such as foreign languages), and those expressed in such generalized expectations as "intellectual growth," should also influence the judgment as to what constitutes baccalaureate-level course work. Courses, which are designed by, qualified faculty to help fully qualified students move toward the attainment of those expectations, will generally be of baccalaureate level. In such courses, faculty judged by their peers to be qualified to teach the courses will have a major voice in the decisions as to content, instructional methodology, instructional support resources, and methods and standards for assessing performance. Qualified faculty shall structure and teach baccalaureate-level courses in ways which assure that the level is appropriate for enhancing the knowledge and skills of the adequately prepared student.

In general, some or all of these specific questions will be among those considered by the faculty and by curriculum committees in making the determination that a course is a baccalaureate level:

1. Does the course require of students a level of intellect, skill, prior knowledge, and maturity which is consistent with entry-level collegiate expectations and the stated prerequisite(s), if any, for that course?
2. Is the course aimed more at the understanding of theory and at (generalized) competencies which are grounded in the fundamental academic disciplines, than at the acquisition of immediate technical skills?

*Current CSU policy prohibits granting of baccalaureate degree credit for writing and literature courses prefatory to freshman composition or for mathematics courses prefatory to intermediate algebra. In addition, although intermediate algebra remains transferable from community colleges, some CSU campuses no longer offer it for baccalaureate credit.

3. Is the amount, kind, and variety of student contact with the instructor conducive to intellectual growth?
4. Will successful completion of the course help move the student toward acquiring competencies required for graduation consistent with campus expectations of its graduates?
5. Does the method of evaluation of student performance and achievement discriminate among levels of quality and among attainments appropriate to both entry and exit expectations? (WASC 4.I - Academic Credit and Records).
6. Did qualified faculty (as judged by their peers) make the decisions as to course content, instructional methodology, instructional support requirements, and methods and standards for assessing student performance?
7. Are adequate instructional support resources available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times?

GRADUATE LEVEL COURSES (500 LEVEL)

Departments planning to submit requests for new courses at the 500 level, or requests to change the level of a course to 500, should be aware of the definitions of graduate level instruction as stated in EP&R 82-39 (below).

For academic units that do not offer a master's degree, supporting statements from the department whose graduate students will use the courses in question should be attached to the course proposal form.

Definitions of Graduate Level Instruction in the CSU (from EP&R 82-39 August 12, 1982)

- A. The Graduate Course
 1. It is assumed that students who enroll in graduate courses possess:
 - a. Maturity, responsibility, and scholarly integrity appropriate to study beyond the baccalaureate level.
 - b. A broad base of knowledge, usually represented by the possession of the bachelor's degree.
 - c. Competence in the specified field, usually represented by a substantial body of upper division study in the field or in a closely related field.
 - d. A command of basic techniques and skills essential for independent, self-directed study in the field.
 2. The graduate course deals with more complex ideas, materials, techniques or problems than the undergraduate course, and demands searching and exhaustive analysis.
 3. The graduate course requires:
 - a. The identification and investigation of theory or principle.
 - b. The application of theory to new ideas, problems, and materials.
 - c. Extensive use of bibliographic and other resource materials with emphasis on primary sources of data.
 - d. Demonstration of competence in the scholarly presentation of the results of independent study.

4. Satisfactory completion of a graduate course requires more creative thinking than an upper division course.
5. Performance expectations for graduate students enrolled in undergraduate level courses normally are such that students complete at least one additional assignment. The quality of their written and oral performance in the course would be at least one grade point higher than that of an undergraduate. Performance expectations for undergraduate students enrolled in graduate level course are such that where campus policy permits undergraduate enrollment in a graduate course, the quality of the written and oral performance of undergraduates in the course normally would be at least half a grade point higher than that of an undergraduate enrolled in an undergraduate course.

B. Lecture-Discussion

The lecture-discussion course conforms to the criteria for graduate courses in general, and

1. Is an organized course with regularized content.
2. Is a combination of lectures and group discussion, based on specialized studies and research.
3. Involves a consideration of a series of vital problems, reviews trends, examines different points of view, and interprets issues.
4. Involves problem analysis, research, and high level participation in discussion.
5. Involves the use of a wide variety of material and resources which provide a range and depth beyond that obtainable through a single textbook, although the use of a basic textbook may be appropriate in some lecture-discussion courses.
6. Provides an opportunity for synthesis and analysis through scholarly writing and through course examinations that go beyond simple recall of fact.

C. Seminar

The seminar conforms to the criteria for graduate courses in general, and

1. Is organized around a series of related problems significant to the discipline.
2. May have a focus, which varies from semester to semester within the framework of the general objectives.
3. Limits the lecture, when it does occur, to setting the stage and clarifying issues.
4. Requires that students assume primary responsibility for an investigation that will contribute to the objectives of the seminar and that they report, interpret, and defend their findings orally as well as in writing.
5. Within the framework of general goals, may allow student participation in course planning and in course evaluation.
6. Has class meetings primarily to develop, share, and critically examine independent investigations by members of the group. Time devoted to individual or small group conferences under the direction of the professor may on occasion replace general class meetings.

D. Laboratory

Laboratory course work conforms to the criteria for graduate courses in general and focuses on data gathering and analysis, with an emphasis on research and investigation rather than on laboratory techniques. Its chief distinguishing characteristic is the use of specialized facilities and relatively independent investigation.

E. Field Work and Clinical Practice

Fieldwork and clinical practice require that:

1. The students have a high level of theoretical competence and a mastery of the basic skills necessary to perform professional duties with a minimum of direction.
2. The selection of experiences provides opportunity for the student to
 - a. Bring to bear and apply a high level of theoretical knowledge.
 - b. Exercise judgment of a high order.
 - c. Assume responsibility for determining procedures as well as for implementing them.
 - d. Report the experience to a supervising instructor in such a way as to point out its significance, to explain the rationale behind his/her major decisions, and to evaluate their adequacy.

F. Graduate Independent Study

At the graduate level independent study is based upon the assumptions set forth in part in the section above entitled, "The Graduate Course". Furthermore, such independent study

1. Has a specific objective related to the student's educational goals and to a graduate program.
2. Is precisely defined as a result of joint planning by the professor and the student.
3. Requires periodic and final demonstration of competence in scholarly presentation of the result of the independent study.

G. The Culminating Experience

The culminating experience for the granting of a graduate degree is the successful completion of a thesis, project or comprehensive examination. The quality of work accomplished, including the quality of the writing, is the major consideration in judging the acceptability of the thesis, project or comprehensive examination.

1. Thesis

A thesis is the written product of the systematic study of a significant problem. It clearly identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product must evidence originality, critical and independent thinking, appropriate organization and format, clarity of purpose, and accurate and thorough documentation. Normally an oral defense of the thesis will be required.

2. Project

A project is a significant undertaking of a pursuit appropriate to the fine and applied arts. It is more than the presentation of a mere outline, plan, depiction, description or demonstration, though it may include these. It must evidence originality and independent thinking, appropriate form and organization, and a rationale. It usually takes the form of a creative work such as a literary or musical composition, a group of paintings, a performance, a film or other endeavor. It must be described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.

3. Comprehensive Examination

A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis and accuracy of documentation. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of The California State University.

COURSE CLASSIFICATION SYSTEM (C/S NUMBERS)

In accordance with the Chancellor's Office guidelines affecting faculty staffing, each course offered at the University is assigned a classification code known as the C/S classification. A course is designated C1-C21 or S12, S25, S36 or S48 to describe the mode of instruction (e.g. lecture, laboratory, activity, seminar), the approximate number of students to be enrolled and the workload credit (weighted teaching units) to be assigned to the instructor responsible for the course. Additional information is available in Appendix G.

For a detailed description of the California State University Course Classification Categories see Appendix G. It should be reviewed when preparing proposals for new courses or modifications to existing ones, with attention to the effect that the proposed additions or changes will have upon departmental staffing, facilities and the accommodations of students. 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 (APBD).

Departments wishing to initiate a C/S number change for a particular course can do so by using the Request for Permanent Course Change form (see Appendix H).

GRADE OPTIONS

PM 89-14: supersedes PM 77-27 - President Robert C. Detweiler

Subject: Grading Policy

Unless otherwise specified, courses are graded A, A-, B+, B, B-, C+, C, C-, D+, D, F. Students may choose credit/no credit option by filling out the appropriate form which is also signed by the instructor who submits it to the Office of the Registrar.

<u>Grade</u>	<u>Grade Points</u>
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0

1. A grade of "C" is the lowest grade for a CR/NC designated class for which undergraduate credit will be granted; for courses in a graduate program, "CR" will be the equivalent of "B" or above.
2. The repeat and cancel policy is available only for grades of C- and below.
3. The lowest passing grade is "D."

The course proposal form should indicate plans for non-traditional grading, if any.

CR/NC, A-C/NC

When specified on the course proposal form, a course may be designated CR/NC (credit/no credit) or A-C/NC for undergraduate courses and A-B/NC for graduate courses.

SP (Satisfactory Progress)

The SP grade can be selected on a course proposal form and is to be used only for courses in which the course work commonly extends beyond one academic term. The SP indicates that the work in progress has been evaluated as satisfactory to date, but that the assignment of a grade must await the completion of additional course work.

Changes in the way a course is graded must be submitted on a Request for Permanent Course Change form.

COURSE PREREQUISITES

Course prerequisites are to be stated in the course description. At the current time, enforcement of the completion of prerequisites is the responsibility of the instructor. The prerequisites for a course must be listed as part of the requirements of a program in which the course is required.

The addition and/or deletion of prerequisites must be submitted on a Request for Permanent Course Change form (see Appendix H).

INTENSIVE COURSES

In order to stay within WASC guidelines, intensive short-term courses need to meet certain conditions. They not only need to meet the required number of hours but should also offer the student the opportunity to prepare, study and assimilate the information.

The **maximum** number of units is 1.5 units per week for a lecture class that meets eight hours a day, seven days a week:

1 semester unit (lecture) = 15 hours in class + 30 hours outside class

15 x 50 minutes = 750 minutes/semester (in class)

30 x 50 minutes = 1500 minutes/semester (outside of class)

1 semester unit = 2250 minutes/semester

8 hour/day x 7 days/week x 60 minutes/hour = 3360 minutes/week

3360 minutes / 2250 minutes/semester unit = approx. 1.5 semester units

Similar calculations will show that the maximum number of units is 1.1 units per week for an activity class that meets eight hours a day, seven days a week.

SYLLABUS CONTENT (AAP016.001)

Syllabi are necessary for aiding both the students' understanding and achievement of the department's goals. During the first week of classes an instructor is to distribute to the class members printed information about the course. Course information shall include at least the following items:

1. The instructor's grading policy.
2. Required texts and other materials.
3. The availability of the instructor outside of class, including office hours and office telephone number.
4. A specific reference to the University Catalog's statements on Academic Integrity and Plagiarism, as well as an explanation of the expectations of the course as they relate to academic integrity.
5. Prerequisites for the course.
6. Student learning outcomes for the course.
7. Course requirements, including readings and assignments, exams and other types of assessments of student learning.
8. Attendance requirements.
9. Policy on due dates and make-up work.
10. Schedule of examinations.
11. A statement on the policy for accommodating students with disabilities, including a reference to Disabled Student Services (DSS).

The instructor shall submit a printed and electronic copy each term of the course information and/or syllabus to the department office. The printed copy shall be maintained on file for a period of at least five (5) years. It is understood that circumstances may require a change in the course information and/or syllabus distributed during the first week of a class and that this policy does not preclude such changes, nor is it meant to abridge any principle of academic freedom.

ANNUAL REVIEW OF COURSES: UNUSED COURSES (PM 89-09)

Each year the Office of Academic Programs compiles a list of courses not offered for the past two consecutive years or when offered, were cancelled. Each department will be informed that failure to offer these courses within the next academic year will subject them to consideration for deletion from the catalog. Courses not offered during the third year will be deleted from the catalog unless the department provides a written reply to the Provost giving compelling reasons why the course should not be deleted.

PM 89-09: Annual Review of Courses – President John A. Brownell

PM 89-09 establishes a policy and procedure for the annual review of courses by the faculty. The recommendations of the faculty will be reviewed by the school dean and sent to the University Curriculum Committee, which will recommend to the Vice President of Academic Affairs. The frequency with which courses are offered will be indicated in the university catalog and in the schedule of courses.

This policy and procedure has been reviewed by the University Curriculum Committee, the Council of Instructional Deans, the Education Policies Committee, and the Academic Senate.

RATIONALE

In the interest of presenting accurate and current academic program information to students, the faculty will annually review the courses offered by their departments. Because the removal of courses from the catalog may impact programs outside the responsible department, there will be a university-wide review of the courses deleted to assess the impact of the deletions on all academic programs.

PROCESS

Each Fall term the Academic Affairs office will compile a list of courses showing the frequency of offering over the immediate past two consecutive years and the course enrollment figures. Unused courses will be listed separately. These courses are defined as courses which either have not been offered for the past consecutive years or longer or when offered were cancelled. These lists will be sent to the deans to assist the faculty in their determinations.

- A. Departments will be asked to determine the term frequency of each course for inclusion in their list of courses in the university catalog and the schedule of classes (e.g. Fall and /or Spring; every other Fall and/or Spring).
- B. Departments will be asked to examine unused courses and to respond in one of the following ways:
 - 1. Present a justification for keeping an unused course in the university catalog. (Courses allowed to remain in the university catalog will be re-reviewed in the next cycle.)
 - 2. Place unused courses in “deep freeze”.

For a course to be removed from the “deep freeze” the department will send a request to reinstate the course to the school dean who will send it to the University Curriculum Committee for review and recommendation to the Vice President of Academic Affairs.

- 3. Request deletion of course. These courses will be removed from the university catalog and deleted (retired) from the course catalog file.
- C. The annual review of courses will be conducted by the University Curriculum Committee, which will review the recommendations from the departments and school deans and recommend to the Provost.

APPENDICIES

APPENDIX A

Proposing New CSU Degree Programs

Bachelor's and Master's Levels

Offered through Self-Support and State-Support Modes

This document presents the format, criteria, and submission procedures for CSU bachelor's and master's degree program proposals. Please see the [Academic Program Planning](#) Web site for doctoral degree proposal formats. (<http://www.calstate.edu/APP/>)

Templates for Doctoral Proposals

- [CSU Ed.D. Programs](#)
- [UC-CSU Joint Doctoral Programs](#)
- [Joint Doctorates with Independent Institutions](#)

Criteria

Proposals are subjected to system-level internal and external evaluation, through which reviewers seek evidence indicating that current campus budgetary support levels provide sufficient resources to establish and maintain the program. Review criteria include: curriculum, financial support, number and qualification of faculty, physical facilities, library holdings, responsiveness to societal need and regional and workforce needs, academic assessment plans, and compliance with all applicable CSU policies, state laws, and accreditation standards.

Procedures

Before a proposal is submitted to the Chancellor's Office, the campus proposes adding the projected degree program to the campus academic plan. Subsequent to the CSU Board of Trustees approval of the projection, a detailed, campus-approved program implementation proposal is submitted to Chancellor's Office for review and approval. Proposals are to be submitted in the academic year preceding projected implementation. Only programs whose implementation proposals have been approved by the CSU Chancellor may enroll students. [Campus Academic Plans](#) appear in the Educational Policy Committee Agenda Item of the annual March meeting of the Board of Trustees.

Submission

1. Please prepare the degree program proposal using the enclosed template.
2. Submit **four** complete hard copies of the campus-approved implementation proposal, including documentation of campus approval, to:

Academic Program Planning
SU Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
3. Additionally, campuses are requested to send an electronic copy to APP@calstate.edu.

CSU Degree Program Proposal Template

Please Note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
 - Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
-

1. Program Type (Please specify any from the list below that apply—delete the others)

- √ State-Support
- √ [Self-Support](#)
- √ Online Program
- √ [Fast Track](#)
- √ [Pilot](#)
- √ [Pilot Conversion](#)
- √ [Conversion of Self-Support to State-Support Program](#)
- √ [Elevation of Option or Concentration to a Full Degree Program](#)
- √ New Program
- √ Proposal Revision (updating a previously reviewed proposal)

2. Program Identification

- a. Campus
- b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).
- c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.
- d. Term and academic year of intended implementation (e.g. Fall 2007).

- e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.
- f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.
- g. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. **(CPEC “Appropriateness to Institutional and Segmental Mission”)**
- h. Any other campus approval documents that may apply (e.g. curriculum committee approvals).
- i. Please specify whether this proposed program is subject to WASC Substantive Change review.
- j. **Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Code**

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the systemwide list at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls , you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

3. Program Overview and Rationale

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. **(CPEC “Appropriateness to Institutional and Segmental Mission”)**
- b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

4. Curriculum

- a. Goals for the (1) program and (2) [student learning outcomes](#). Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.
- b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. (CPEC “**Maintenance and Improvement of Quality**”)
- c. Total number of units required for the major.
- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units.
- e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If you do not find an appropriate CSU degree program code at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls , you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to help identify the code that best matches the proposed curriculum.
- f. A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).
- g. List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

- h. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.

- i. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.
- j. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in [Section 40510](#) of [Title 5 of the California Code of Regulations](#).
- k. Admission criteria, including prerequisite coursework.
- l. Criteria for student continuation in the program.
- m. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.
- n. If there is a [Lower-Division Transfer Pattern](#) (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <http://www.calstate.edu/AcadAff/ldtp.shtml>
- o. Advising "roadmaps" that have been developed for the major.
- p. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Accreditation Note:

Master's degree program proposals

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree major program.

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

5. Need for the Proposed Degree Major Program (CPEC "Societal Need," "Number of Existing Programs in the Field," and "Advancement of the Field")

- a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.
- b. Differences between the proposed program and programs listed in Section 5a above.

- c. List of other curricula currently offered by the campus that are closely related to the proposed program.
- d. Community participation, if any, in the planning process. This may include prospective employers of graduates.
- e. Applicable workforce demand projections and other relevant data.
- f. If the program was proposed to meet society's need for the advancement of knowledge, please specify the need and explain how the program meets that need.

Note: Data Sources for Demonstrating Evidence of Need

APP Resources Web <http://www.calstate.edu/app/resources.shtml>

[US Department of Labor, Bureau of Labor Statistics](#)

[California Labor Market Information](#)

[Labor Forecast](#)

6. Student Demand (CPEC "Student Demand")

- a. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.
- b. Issues of access considered when planning this program.
- c. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.
- d. Professional uses of the proposed degree program.
- e. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

**7. Existing Support Resources for the Proposed Degree Major Program
(CPEC “Total Costs of the Program”)**

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master’s degrees, include faculty publications or curriculum vitae.

Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff.
(Code Memo EP&R 85-20)

- b. Space and facilities that would be used in support of the proposed program.
- c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).
- d. Existing academic technology, equipment, and other specialized materials currently available.

**8. Additional Support Resources Required
(CPEC “Total Costs of the Program”)**

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.
- b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.
- c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.

- d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

Submit completed proposal packages to:

APP@calstate.edu and

Academic Program Planning
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Contact Academic Program Planning

Dr. Christine Hanson
Interim Dean
Academic Program Planning
Phone (562) 951-4672
Fax (562) 951-4982
chanson@calstate.edu

Ms. Norma Warren
Academic Programs
Phone (562) 951-4722
Fax (562) 951-4982
nwarren@calstate.edu

Academic Program Planning is on the Web <http://www.calstate.edu/APP/>

Contact Extended Education

Dr Edward McAleer
State University Dean, Extended Education
Phone (562) 951-4795
Fax (562) 951-4982
emcaleer@calstate.edu

Attachment 1

Revision of New-Degree Program Review and Approval Process (revised July 1997)

RESOLVED, By the Board of Trustees of The California State University, that the current new degree program review and approval process be revised to permit a semi-annual, fast-track review process and the establishment of a limited number of pilot programs. The revised new-degree program review and approval process will be reviewed and evaluated five years from implementation.

Three alternatives for establishing a new degree program are now authorized:

(1) Existing Process

This alternative is the traditional process, involving first the update of the campus Academic Master Plan and subsequently the development of a proposal for implementing the degree program. It will continue to be available for any proposed program and **must be used for new programs that would involve major capital outlay and other significant additional new resources**. Programs that involve degrees in areas new to the CSU as well as most programs that would involve separate specialized accreditation would also benefit from the longer, two-step review process.

(2) Fast-Track Process

A campus may submit an implementation proposal for a new degree program that is not already projected on the campus Academic Master Plan if it meets the criteria for the “fast track” (see Attachment 1). It will be reviewed just as if it were a second-phase implementation proposal in the two-phase process.

Fast-track proposals should, for the time being, follow the existing format for degree implementation proposals. Table I, however, will be optional. Campuses may instead provide a narrative statement describing which areas of the curriculum will contract or fail to expand as quickly if the proposed program is implemented.

(3) Pilot Programs

The Trustees have authorized a limited number of **pilot programs which campuses may establish without prior approval of the Chancellor’s Office or CPEC**. A pilot program must meet the criteria and may enroll students for five years (see Attachment 1). Conversion of a pilot program to regular-program status would require campus commitment of resources, a thorough program evaluation, review and comment by the Chancellor’s Office and CPEC, and approval by the Board and the Chancellor.

Prior to implementing a pilot program, the campus must notify the Chancellor’s Office, Office of Academic Planning, which will formally acknowledge the program, assign a HEGIS code, and inform CPEC. The notification should be accompanied by the catalog copy describing the pilot program.

Attachment 2

Procedures for Fast-Track and Pilot-Program Alternatives for Establishing New Degree Programs

(1) *Tailoring of approval processes to type of degree program proposed.*

The current review process remains appropriate for new programs that would involve major capital outlay and other significant additional new resources. Programs that involve degrees in areas new to the CSU as well as most programs that would involve separate specialized accreditation would also benefit from the longer, two-step review process. However, programs that involve no major capital outlay and which can be accommodated within the existing resource base of the campus could be handled more quickly while retaining the elements of the two-step review process. Such programs could be placed on a “fast track.” Examples would be degree programs that are “elevations” of well-established options in fields for which there are existing degree programs elsewhere in the system, and degree programs that involve little more than the repackaging of existing courses and faculty. The ideal would be a fast-track program that could be approved and implemented within one year from the time a campus first proposed that program, instead of the current two-to-three-year time lag between proposal and implementation.

A program could be placed on the fast track only if

- (a) it could be offered at a high level of quality by the campus within the campus’s existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;
- (b) it is not subject to specialized accreditation by an agency that is a member of the
- (c) Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency;
- (d) it can be adequately housed without a major capital outlay project;
- (e) it is consistent with all existing state and federal law and trustees policy;
- (f) it is a bachelor’s or master’s degree program;
- (g) the program has been subject to a thorough campus review and approval process.

Two approval cycles per year for fast-track programs are envisioned because program implementation might be limited by the short time between approval at the March Board of Trustees meeting, subsequent July approval by CPEC, and fall implementation. A second, briefer agenda item at the September Board of Trustees’ meeting would make it possible for a proposal to come in by June, have any concerns resolved by the time of the board meeting in September, be authorized by the board, go to CPEC directly after the meeting, be endorsed by CPEC by December, be incorporated in campus catalogs and other campus informational materials in the spring and perhaps be implemented in a limited manner in the spring term, and ready for full implementation in August.

Timelines for Fast-Track Approval

Campus activity

End of December
March
July
August

Proposal to Chancellor's Office
Board of Trustees' approval
CPEC endorsement
Implementation

and

Campus activity

Early June
September
December
February
Spring

Proposal to Chancellor's Office
Board of Trustees' approval
CPEC endorsement
Limited implementation
Program description in campus catalog

August Full implementation

- (2) *Automatic approval of no questions are raised by specified date.*

Another proposal for speeding up approval of both traditional and fast-track programs would be to set firm deadlines for review by the Chancellor's Office and CPEC. Neither the Chancellor's Office nor CPEC reviewers could routinely ask for extra time. If no questions were forwarded to the campus by the end of the review deadline, then approval would be automatic. For at least some programs, review by the Chancellor's Office and CPEC could be concurrent.

- (3) *Removal of projection from Academic Plan if not implemented with five years (or date Originally projected for implementation).*

For the traditionally tracked new-program proposals, if the implementation proposal does not come in within five years or the date originally projected for implementation, whichever is later, the projection would be removed from the Academic Plan and would have to be resubmitted and/or revised. This proposal should improve the responsiveness of our program offerings. Many areas are changing so rapidly that five years could make a significant difference in the needs of students *and* of the state.

This provision would not apply to "foundation" liberal arts and science programs, for which employer need and student demand are not primary considerations. It is recommended, however, that the concept of foundation programs be reevaluated so that it is consistent with the current reconsideration of the baccalaureate degree by the Academic Senate and the Cornerstones project.

- (4) *Development of post-authorization review process for limited number of "pilot" programs.*

Some experimentation in the planning and offering of academic programs is part of the CSU tradition (e.g., pilot external degree programs, MFA in Cinema). We propose that the trustees authorize the establishment of a limited number of degree programs (we suggest one or two per campus per three-year period) under the following conditions:

- (a) **A pilot program would be authorized to operate only for five years.** If no further action is taken by the end of the five years, no new students could be admitted to the program. (The campus would be obligated to make appropriate arrangements for students already enrolled in the program to complete it.)
- (b) A pilot program could be converted to regular-program status and approved to continue to operate indefinitely if the following conditions are met:

- (i) The campus committed the resources necessary to maintain the program beyond five years;
 - (ii) A thorough program evaluation (including an on-site review by one or more experts in the field) showed the program to be of high quality; to be attractive to students; and to produce graduates attractive to prospective employers and/or graduate programs, as appropriate.
 - (iii) Approval by the board and the chancellor would be required after review and comment by the Chancellor's Office and CPEC.
- (c) A program could be established as a pilot program only if it met the criteria for fast-track programs; that is,
- (i) it could be offered at high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;
 - (ii) it is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency;
 - (iii) it requires no major capital outlay project to be adequately housed;
 - (iv) it is consistent with all existing state and federal law and trustee policy;
 - (v) it is a bachelor's or master's degree program;
 - (vi) the campus has a thorough review and approval process for pilot degree programs, through which the program has passed.
- (d) The campus would be obligated to notify the Chancellor's Office of the establishment of the program and its curricular requirements prior to program implementation.
- (e) A pilot program could be implemented without it having been projected on the campus Academic Plan. It would require the acknowledgement, but not the prior approval of, the Chancellor's Office and CPEC, and it would be identified as a pilot program in the next annual update of the campus Academic Plan.

APPENDIX B

Procedure for Submitting Proposals for New Options, Concentrations, Special Emphases and Minors [Also used for Certificate and Credential Programs]

**(Adapted from APPENDIX B of CSU Academic Programs and Resource Planning Handbook
--Revised March 1985)**

Each new option, concentration, special emphasis and minor is subject to review and approval by the Office of the Chancellor unless it is exempted under the provisions of Executive Order No. 283, which delegates approval authority to the Presidents.

While campuses may have unique definitions, an option, a concentration, or a special emphasis are all defined for purposes of system review as an aggregate of courses within a degree designed to give a student specialized knowledge, competence, or skill.

A minor is a formal aggregate of courses in a designated subject area distinct from and outside the student's degree major, consisting of 12 or more semester units, of which at least six semester units must be upper-division [Section 40500(c) of Title 5].

The information required for review and approval of a proposed option, concentration, special emphasis, or minor [or certificate or credential] is less detailed than for a full degree major program. Requests for approval of an option, concentration, special emphasis, or minor should follow the format below:

1. Name of the campus and school submitting the request, the full and exact title of the proposed aggregate of courses, and whether it is an option, concentration, special emphasis or minor.

[Campus submitting request: California State University, Dominguez Hills]

[School submitting request]:

[Program type requested]:

2. Full and exact title of the degree major program under which the aggregate of courses will be offered, where applicable.
3. Options concentrations or special emphasis already existing under the degree major program for which the new aggregate of courses is proposed.
4. Department(s) to offer the aggregate of courses. [Provide rationale for the specific department(s) participation and explain how other departments, which might share an interest, were consulted during the proposal.]
5. Purpose of the proposed aggregate of courses. [Describe the educational objectives and program level student learning outcomes; relationship to institutional mission and plans for evaluation of the effectiveness of the program. Describe or attach relevant guidelines from accrediting agencies that have been considered or incorporated into the proposal.]

6. Need for the proposed aggregate of courses. [Describe the considerations, which precipitated the development of the program. Include environmental analysis, consultation both on and off-campus and needs assessment data. Compare the proposed program to similar ones at this and other institutions both in and out of the Los Angeles area.]
7. List of the course, by catalog number, title, and units of credit, as well as total units to be required under the proposed aggregate of courses. [Catalog Copy. Submit the program in the format used in the University Catalog. Include program requirements and other information students should know. Information contained in the catalog represents a University contract with students. Any changes must be specifically requested using the form REQUEST FOR PERMANENT CHANGES IN AN ACADEMIC PROGRAM.]
8. [Does not apply to minors, certificates and credentials]. List of courses, by catalog number, title, and units of credit, as well as total units to be required for the major in which the proposed aggregate of courses is to be included. [State the total number of units required for the major when this option, concentration or special emphasis is chosen. Then list the core courses in common between the new option or concentration and the existing approved degree program. Be certain to adhere to the requirement of a minimum of 5 common core courses for undergraduate options and 3 common core courses for graduate options.]
9. New courses to be developed. Include proposed catalog descriptions. [Also include courses recently developed as part of the program curriculum which are not in the current catalog. If new courses are included in the program, REQUEST FOR NEW COURSE forms MUST BE SUBMITTED. If courses are being changed or deleted due to the development of the program, REQUEST FOR PERMANENT COURSE CHANGE forms must be submitted with this proposal.]
10. List of the present faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses. [Identify the faculty who were instrumental in developing the program proposal and the faculty who will be responsible for implementing the program. Include resumes which detail the relevant experience of these faculty most intimately involved with teaching in the program. Include significant adjunct faculty and their resumes.]
11. Additional instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses. List all resources needed for the first five years beyond those currently projected, including specific resource, cost, and source of funding. [Provide information on the source of the budget for the proposed program: internal reallocation by department; internal reallocation by school; or new funds. If no additional FTEF is requested, explain how any proposed new courses would be staffed.]
12. [If the program is to be offered in a location other than the CSU Dominguez Hills campus, specify the location(s).]

APPENDIX C

**Delegation of Authority - Authority to Approve Options, Concentrations,
Special Emphases and Minors in Designated Academic Subject Categories
(from Appendix C of the CSU Academic Programs and Resource Planning Handbook)
[Revised March 1985]**

Executive Order No.: 602
Effective Date: July 15, 1993
Supersedes: Executive Order No. 283

This Executive order is issued pursuant to Sections 1, 2, and 3(a) of Chapter III of the standing Orders of the Board Of Trustees of The California State University, And Sections 40100 and 40500 (c) of Title 5 of the California Code of Regulations; it is effective July 15, 1993. This Executive Order supersedes Executive Order 283.

Subject to the limitations contained herein, authority is delegated to the Presidents to approve the implementation on campus of options, concentrations, special emphasis, and minors:

1. Each option, concentration, or special emphasis approved under the authority delegated by this Executive Order must be:
 - a) in a subject category set out in the attachment to this Executive Order or
 - b) in the same discipline as the approved degree major program within which the option, concentration, or special emphases is established.

Options, concentrations, or special emphases not meeting the criteria above require approval of the Chancellor.

2. Authority is delegated to the Presidents to approve the implementation on campus of any minor.
3. An option, concentration, special emphasis, or minor may be approved under the authority delegated by the Executive Order only where adequate faculty, physical facilities, and library holdings sufficient to establish and maintain the option, concentration, special emphasis, or minor already exist or where such support can reasonably be expected to become available.
4. Prior to actual implementation of any option, concentration, special emphasis, or minor approved under this delegation, the Senior Vice Chancellor for Academic Affairs, shall receive written notification, giving the exact title of the proposed option, concentration, special emphasis, or minor.

**Subject Categories for which Authority to Establish
any Options, Concentrations, and
Special Emphasis is Delegated to the Presidents**

Subject	HEGIS Code
Area Studies	03011-03999
Biological Studies	04011-04999
Business and Management, (<i>except Hospitality Management</i>)	05011-05079, 05091-05999
Communications, General	06011
Journalism	06021
Advertising	06041
Education	08011-08999
Fine Arts, General	10011
Art	10021, 10031
Music	10051, 10052, 10061
Theatre Arts	10071
Foreign Languages	11011-11999
Home Economics	13011-13999
Letters	15011-15999
Mathematics	17011-17999
Military Sciences	18011-18999
Physical Sciences	19011-19999
Psychology	20011-20999
Community Services	21011
Public Administration	21021
Parks and Recreation Management	21031, 21032
Human Services	21042
Gerontology (<i>Programs with Social Service Emphasis</i>)	21043
Deaf Studies	21044
Criminal Justice Administration	21051, 21052, 21053
Social Services	22011-22999
Interdisciplinary Studies	[Authority is delegated for options, concentrations, and special emphases comprised of courses from existing approved programs]

**Subject Categories For Which Authority To Establish Options,
Concentrations, And Special Emphases Is Delegated To Presidents
Only If**

**The First Two Digits Of The HEGIS Code Of The Option/Concentration/Emphases
Are The Same As The First Two Digits Of The HEGIS Code Of The Major
Within Which It Is Established [See Provision 1(B) Of The Executive Order]**

Subject	HEGIS Codes
Agriculture and Natural Resources	01011-01999
Architecture and Environmental Design	02011-02999
Hospitality Management	05081
Radio-Television, Communications Media	06031, 06051
Computer and Information Sciences	07011-07999
Engineering	09011-0999
Art (Studio Performance)	10022
Music (Performance)	10041
Theatre Arts (Performance), Dance, Applied Design, Cinematography, Photography	10072-10999
Health Professions	12011-12999
Library Science	16011-16999
Social Work	21041
Other Public Affairs and Services	21061-21999
Theology	23011

APPENDIX D

Guidelines for Placing a New Program on the Campus Academic Master Plan Request for Updated Academic Plans (adapted from AAP 94-04)

[Phase 1]

I. Proposals That Have Not Been Previously Approved on an Academic Plan

A summary statement (one or two pages) should be submitted for newly proposed projections.

The summary statement should include the following:

1. the reason the program is being proposed and the anticipated student demand;
2. the kind of resource assessment used by the campus in the course of deciding to place the program on the academic plan;
3. if additional resources will be required and the indication of commitment to secure them and evidence that decision making curriculum committees were aware of the source of resource support when they endorsed the proposal;
4. if the program is an occupational or professional one, the statement should summarize evidence of the need for graduates with this specific educational background;
5. if the new degree program is now offered as an option, the summary should include a brief rationale for the conversion;
6. if the new program is not commonly offered as a bachelor's or master's degree, the summary should provide a compelling academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major which has potential value to students. If the proposal does not appear to conform to the Trustee policy calling for "broadly based programs," rationale should be provided;

The summary, will of course, be followed later by a full degree proposal prior to the projected year of degree implementation.

In some areas, program development is limited or guided by system or CPEC policy. Subjects where there are specific policy guidelines include architecture, computer science, engineering, fine and applied arts, health professions, home economics, industrial arts and technology. "Guidelines for Breadth in New Bachelor's Degree Majors", "Definitions of Graduate Level Instruction" (see Curriculum Review Process: Courses section) and "Recommendations of the Advisory Committee to Study Graduate Education in the CSU" (AAP 91-04) should also be consulted in the preparation of summary statements for new programs.

Contact the Office of Academic Programs, x3308 for any additional information needed to prepare this summary.

II. Summary Review of Trustee and System Policies Governing Academic Planning

(Note: These are guidelines that will be used in the off-campus review of additions to the Academic Master Plan. Therefore, campus review must use these guidelines also.)

A. Trustee Guidelines

1. The following is a summary of academic planning policies that have been adopted over time by the Board of Trustees:
2. Curricula are to reflect the needs of students and of the State.
3. The foundation program for all campuses in the system consists of the liberal arts and sciences, business administration, and teaching. (The Board defined specific subject areas, which would be regarded as the "Broad Foundation Program." The list was updated in 1979 by the Project Team on Academic Programs and reprinted on page 33 of Academic Program and Resource Planning in The California State University, 1980.
4. Programs in applied fields and professions other than those above are to be allocated within the system on the basis of (1) needs of the State; (2) needs of the campus service area; and (3) identification of employment opportunities.
5. "All universities cannot be all things to all people." Curricula in the applied fields and professions are therefore to be located in a system-wide pattern, which will achieve an equitable and educationally sound distribution of programs throughout the State.
6. While all universities may wish to offer the same programs, the trustees exercise great electivity in the final approval of new curricula.
7. Specialized, high-cost programs are to be allocated on the basis of review and study of the individual subject area.
8. Subsequent policies adopted by the board include the following:
9. Degree programs are to broadly based and of high quality.
10. Unnecessary proliferation of degrees and terminologies is to be avoided.
11. Formal reviews of existing curricula are to be conducted by each campus.

B. Questions considered by the Division of Academic Affairs, Plans (in Academic Program and Resource Planning. July 1980, p. 41):

The traditional criteria for reviewing the academic plans are listed below. They generally center around need, demand, and the ability to establish programs of high quality. These considerations will continue to pertain, along with considerations of new curricula, to campus missions.

For the five-year or ten-year Academic Master Plan of each campus:

1. Are the anticipated resources of the campus (primarily existing faculty positions since new faculty positions may not necessarily accompany total campus enrollment growth) sufficient to initiate and sustain all of the programs offered and projected? If not, does the campus plan to reassign faculty positions from existing programs, or to reduce the number of programs?
2. Is there a campus commitment to devoting resources into the development of new programs rather than into existing programs?

For each program projected in the Academic Master Plan:

- a. Does this program fill an unmet need in terms of (a) student demand or (b) statewide or regional manpower needs? If not, is there a compelling rationale for the program?
- b. Is the new program the most efficient way of meeting the need identified, or are there other alternatives?

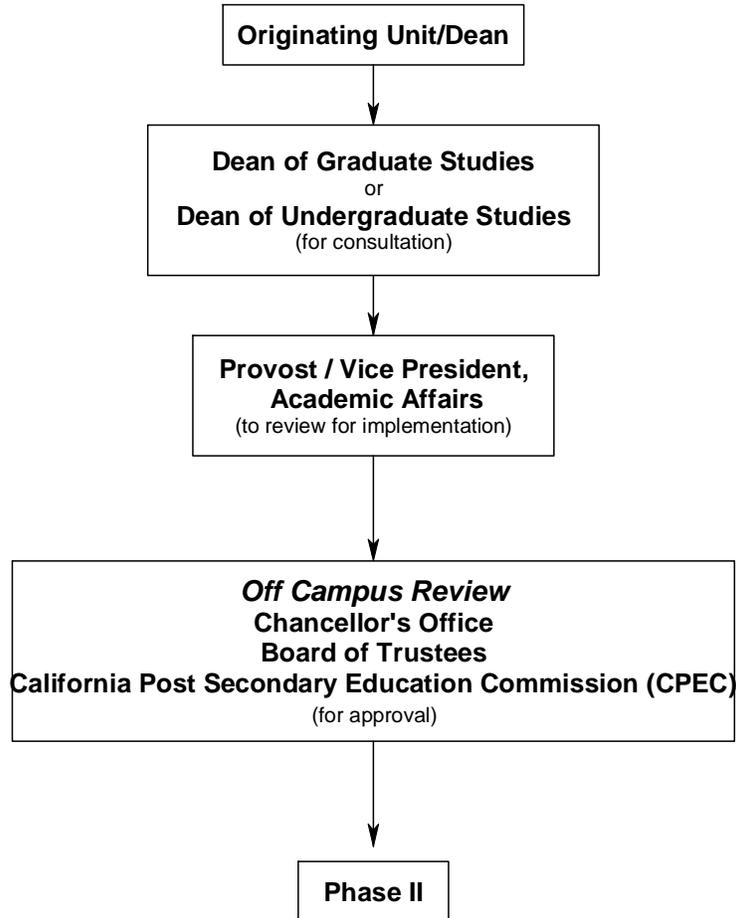
- c. Are expectations about student enrollment realistic when compared with experience at other campuses?
 - d. Do programs exist on the campus or at nearby campuses from which the projected program would draw students? If so, have plans been made for the resulting enrollment declines in existing programs?
 - e. If the program is one, which will prepare students for a specific occupation or profession, are there current surpluses of individuals in the region or in the state so trained? If so, are there indications that the need will increase? If surpluses are expected to persist, what is the rationale for investing campus and state resources?
 - f. If the program is one that is designed professional upgrading of individuals who are already employed, are there openings in the higher professional levels?
 - g. Will failure to implement this program require the campuses to alter other plans? Is the program needed to complement other programs in an instructional area?
- C. Additional Academic Planning Guidelines suggested by the Division of Academic Affairs, Plans, the Committee on Academic Planning and Program Review, and/or the Committee to Study Graduate Education in the CSU:
1. New master's degree programs should be projected only when the sponsoring department is well established and has achieved a level of quality which has been affirmed by program review or, in subjects where national accreditation is available, by a visiting team. Attention should be given to the impact the proposed master's degree will have upon corresponding bachelor's degree and other instructional activities of the department.
 2. New master's degree programs should be initiated only if (1) they have the enrollment potential to support the offering of at least four graduate-level courses each year, (2) there is evidence of the proposing department's capacity to support the level of research required for a graduate program, and (3) sufficient graduate-level course work can be offered to permit a student's program to include 70% graduate level course work.
 3. Resource investments/reallocations in support of new programs should be sufficient to demonstrate the campus' commitment to the success of those programs. It is rare that a coherent degree can be designed by merely "repackaging" existing courses in an effort to reduce costs. If new programs cannot be well supported, each campus should seriously consider whether they should be initiated at all.
 4. The Academic Plan should be more than a list of new programs. It should represent the collective opinion of campus constituencies about which desired new programs best serve the long-term interests and development of the campus as a whole and which most contribute to advancement toward campus' goals.
 5. New bachelor's degrees should be as enduring as possible in content and title (see EP&R 85-13)

SUMMARY OF PROCESS: SUBMISSION OF NEW DEGREE PROGRAMS
PHASE I - Traditional

(does not apply to Fast Track or Pilot Programs)

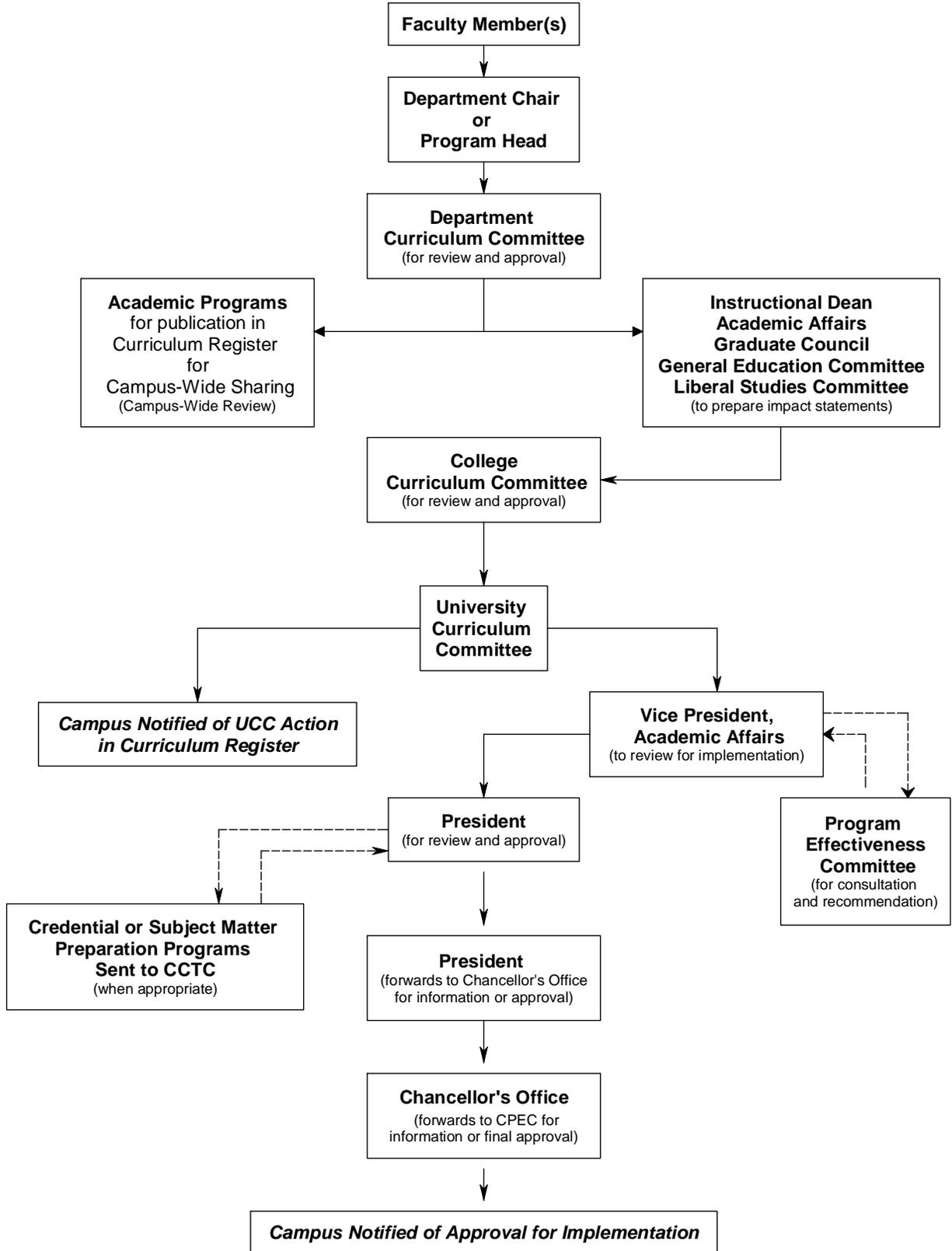
For Submission to Academic Master Plan

Detailed instructions and forms are available in the Office of Academic Programs, ext. 3308.



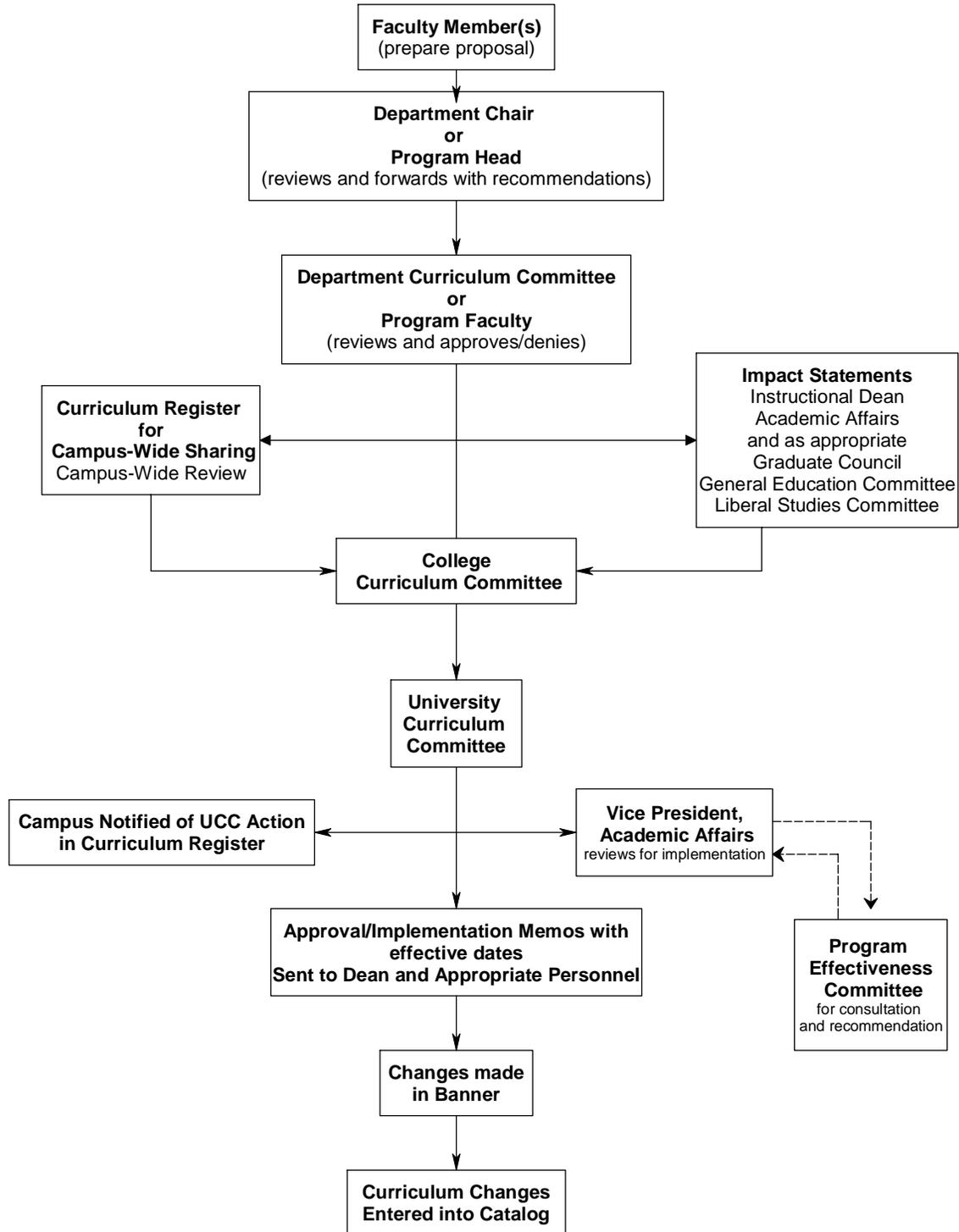
**SUMMARY OF PROCESS: SUBMISSION OF NEW DEGREE PROGRAMS
PHASE II**

Detailed instructions and forms are available in the Office of Academic Programs, ext. 3308.



**SUMMARY OF PROCESS
SUBMISSION OF NEW or MODIFIED COURSES
or MODIFIED DEGREE PROGRAMS**

Detailed instructions and forms are available in the Office of Academic Programs, ext. 3308.



APPENDIX E

PM 93-04: Policy for the Discontinuance of Academic Programs - President Robert C. Detweiler

Upon the recommendation of the Academic Senate (EPC 92-16), and with the concurrence of the Chancellor, the following change in University policy is effective with the Spring semester, 1993:

Campus policies and procedures for the discontinuance of academic programs, generally follow the same policies and procedures used for the approval of such programs. Two major elements are involved.

1. The regular program review or initiation of an extraordinary review involving academic departments and schools and UCC, and PRP, is used to the extent possible to identify in advance, programs, which either are being considered for discontinuance or should be so considered. An academic program is defined as a degree program (a major or a minor) or a certificate based on a format of courses leading to a major, a minor, or a certificate. Discontinuance, which begins with the cessation of admission into a program, is the elimination or reconfiguration of a program and results in the program being removed from the Catalog and the application form. Either the department or school responsible for offering the program alerts UCC, and the President of the possibility of discontinuance or PRP initiates such discussion.
2. Following use of the regular program review process or initiation of an extraordinary review, those bodies normally used for program approval provide recommendations to the President in regard to a specific program under consideration for discontinuance. Departmental and college curriculum committees, and UCC in turn, consider such a recommendation and provide their advice to the President. Dissenting opinions or recommendations will be sent to PRP. The Academic Senate will be notified of any recommendation for discontinuance.

Following a recommendation for discontinuance, the President will conduct open hearings with faculty and students affected by such a recommendation. The college Dean is responsible for consulting with faculty and students involved and for providing enrolled students appropriate advice in order to permit them to complete their degrees. If program discontinuance would result in reassignment or lay-off of tenured or tenure-track faculty, appropriate consultation will take place.

Where possible, the community will be notified of proposed program discontinuance via some form of public notice.

APPENDIX F

Degree Requirements (Title 5 of the California Code of Regulation)

Section 40500. Bachelor of Arts Degree: Required Curriculum*

*(This section applies to students who enter the curriculum on or after to the commencement of the 1981-82 academic year).

To be eligible for the Bachelor of Arts Degree, the candidate shall have completed the following requirements:

- (a) General Education-Breadth Requirements. The courses in General Education-Breadth requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.
- (b) Major, 24 semester units. There shall be one major with a minimum of 24 semester units. At least 12 semester units in the major shall be upper division courses or their equivalent. The maximum number of units shall be determined by the campus.
- (c) Minor. A minor consisting of 12 or more units, of which six must be in upper division credit, may be required.
- (d) Additional Units. Units to complete the 124 required for the degree may be used as electives or to meet other requirements.
- (e) Total semester units required for the Bachelor of Arts Degree, of which at least 40 shall be in the upper division credit, 124 semester units.

Section 40501. Bachelor of Science Degree: Required Curriculum*

*(This section applies to students who enter the curriculum on or after the commencement of the 1981-82 academic year).

To be eligible for the Bachelor of Science Degree, the candidate shall have completed the following requirements:

- (a) General Education-Breadth Requirements. The courses in General Education-Breadth requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.
- (b) Major, 36 semester units. There shall be one major with a minimum of 36 semester units. At least 18 semester units in this major shall be upper division courses or their equivalent. The maximum number of units shall be determined by the campus.
- (c) Total units required for the Bachelor of Science Degree, 124 to 132 semester units. The number of semester units for each curriculum shall be determined by each campus within the limits of 124 to 132, except that 140 semester units may be required in engineering.

Section 40510. The Master's Degree

To be eligible for the Master's Degree, the candidate shall have completed the following minimum requirements:

- (a) Advancement to Candidacy. For advancement to candidacy for the Master's degree, the applicant shall meet the requirements of Section 41011, and such particular requirements as the Chancellor and the campus may prescribe.
- (b) Requirements for the Degree.
 - (1) The completion of a specified pattern of study approved by the appropriate campus authority.
 - (2) A minimum of thirty semester units of approved graduate work completed within a maximum time to be established by each campus. Such maximum time shall be no more than seven years or less than five years for each particular program. An extension of time beyond the limit may be granted by appropriate campus authority if warranted by individual circumstances and if the outdated work is validated by examination, in the relevant additional course or subject field of work or such other demonstration of competence as may be prescribed. In the degree program:
 - (A) Not less than 21 semester units (32 quarter units) shall be completed in residence. The appropriate campus authority may authorize the substitution of credit earned by alternate means for a part of this residence requirement.
 - (B) Not less than one-half of the units required for the degree shall be in courses organized primarily for graduate students.
 - (C) Not more than six semester units shall be allowed for thesis or project.
 - (3) Satisfactory completion of a thesis, project, or comprehensive examination, defined as follows:
 - (A) A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, oral defense of the thesis is required.
 - (B) A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.
 - (C) A comprehensive examination is an assessment of the student's ability to integrate to knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis and accuracy of documentation. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of The California State University.

- (4) A grade point average of 3.0 (grade of B) or better in all courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average

SUMMARY

Section 40500. Bachelor of Arts Degree: Required Curriculum

- | | | |
|-----|----------------------------------------|---------------------------|
| (a) | General Education-Breadth requirements | minimum 48 semester units |
| (b) | Major: (minimum of 12 U.D. units) | minimum 24 semester units |
| (c) | Minor: (minimum of 6 U.D. units) | minimum 12 semester units |
| (d) | Total: (minimum of 40 U.D. units) | Total 124 semester units |

Section 40501. Bachelor of Science Degree: Required Curriculum

- | | | |
|-----|------------------------------------------|---------------------------|
| (a) | General Education-Breadth Requirements | minimum 48 semester units |
| (b) | Major: (minimum of 18 U.D. units) | minimum 36 semester units |
| (c) | Total units required for the B.S. degree | 124 to 132 semester units |

Section 40510. The Master's Degree

- (1) A minimum of 30 semester units
 - (a) minimum of 21 semester units completed in residence
 - (b) minimum of one-half of the units required for the degree must be in courses organized primarily for graduate students (500-level)
 - (c) maximum of 6 semester units allowed for thesis or project.
- (2) Satisfactory completion of a thesis, project, or comprehensive examination.

**APPENDIX G
COURSE CLASSIFICATION SYSTEM**

COURSE CLASSIFICATION CATEGORIES

Course Class. Number	Weekly Class Hrs Per Unit of Credit	Workload K-factor	Normal Class Size			Category Description, examples and comments
			LD	UD	GD	
1. LECTURE COURSES (C1 - C2)						
C-1	1	1.0	facility limits (50)			Large Lecture Lecture courses in any discipline with more than 50 enrollments
C-2	1	1.0	40	40	40	Lecture-discussion Lecture courses in any discipline in which class participation is a planned portion of the instructional method.
2. RECITATION-SEMINAR (C3-C6)						
C-3	1	1.0	30	30	30	Lecture-composition Lecture-counseling Lecture-case study Business, education, English, and psychology courses in which students write, as counseled or study law cases.
C-4	1	1.0	25-39	25-39	25-39	Discussion Courses in any discipline in which student participation (discussion) is the primary instructional method.
C-5	1	1.0	20	20	15	Seminar Courses in any discipline using seminar methods of instruction.

Course Class. Number	Weekly Class Hrs Per Unit of Credit	Workload K-factor	Normal Class Size			Category Description, examples and comments
			LD	UD	GD	
C-6	1	1.0	20	10	10	Clinical processes Nursing and psychology courses in clinical processes and education courses involving individual testing, such as driver training in a simulator.
3.	ACTIVITY COURSES (C7-C14)					
C-7	2	1.3	24	24	24	Fine arts and science activities Art, anthropology and science activities.
C-8	2	1.3	30	30	30	Education workshops and social science activities Includes methods taught on an activity basis in education and subject areas.
C-9	2	1.3	40	40	40	Music activity-large group Does not result in major public performance
C-10	2	1.3	10	10	10	Music activity-small group Instrumental or vocal instruction
C-11	2	1.3	30	30	30	Physical education and recreation activities Gym classes or intramural sports, if credit is given.
C-12	2	1.3	20	20	20	Speech, drama and journalism activities Class work in debate, acting and publication no public performance involved.
C-13	2	1.3	facility limits (24)			Technical activities and laboratories Courses involving the use of business and other machines; accounting, geography, foreign languages, home economics, psychology, library science, photography, engineering, industrial arts, agriculture, mathematics and statistics.
C-14	2	1.3	15	15	15	Remedial courses Courses for students admitted as exceptions only.

Course Class. Number	Weekly Class Hrs Per Unit of Credit	Workload K-factor	Normal Class Size			Category Description, examples and comments
			LD	UD	GD	
4. LABORATORY COURSES I (C15)						
C-15	3	1.5	facility limits (24)			Technical activities and laboratories Laboratories in art, foreign language, home economics, industrial arts, physical education, speech correction, cartography, audio visual, mathematics, library science, political science.
5. LABORATORY COURSES II (C-16)						
C-16	3	2.0	facility limits (24)			Science laboratories Laboratories in natural science, life science, psychology, natural resources, agriculture engineering, meteorology, photography.
6. CLINICAL LABORATORY (C-17)						
C-17	3	2.0	8	8	8	Clinical Practice-off campus Nursing, social work
7. MAJOR SPORTS (C-18)						
C-18	>3	6.0	20	20	--	Major intercollegiate sports Football, basketball, baseball, track and field, wrestling, swimming, etc.: limited to four sports per year.
8. MINOR SPORTS (C-19)						
C-19	>3	3.0	20	20	--	Minor intercollegiate sports Other sports not listed as C-18.

Course Class. Number	Weekly Class Hrs Per Unit of Credit	Workload K-factor	Normal Class Size			Category Description, examples and comments
			LD	UD	GD	

9. MAJOR PUBLIC PRODUCTION (C-20)

C-20	>3	3.0	20	20	20	Major performance Production courses in art, drama, journalism, music, photography, radio-TV, debate; results in a major public performance, showing or distribution.
------	----	-----	----	----	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

10. MAJOR MUSIC PERFORMANCE (C-21)

C-21	>3	3.0	40	40	40	Music performance Major performance groups, such as orchestras, bands and choruses.
------	----	-----	----	----	----	----------------------------------------------------------------------------------------

11. NON STATE SUPPORTED INSTRUCTION (C-77)

C-77	--	--	N/A	N/A	N/A	Peer taught courses, ROTC, other non-workload instruction which is not state supported Courses, which generate no workload for faculty but generate FTEs for the campus and are not state supported.
------	----	----	-----	-----	-----	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

12. NON TRADITIONAL INSTRUCTION (C-78)

C-78	--	--	N/A	N/A	N/A	Non-traditional instruction, examination or evaluation Courses which generate credit by examination, or evaluation, or which are taught in modes not described by the formulas faculty workload is assigned.
------	----	----	-----	-----	-----	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

13. COURSES INDIVIDUALLY SUPERVISED (S23-S48)

S numbers are used only for one-on-one instruction –not for groups. The formula used to determine faculty workload for supervision classes is as follows:

$$\text{Enrollment} / \text{S Factor} \times 12 = \text{WTU}$$

S-23	--	--	--	--	12	Social work supervision Graduate level social work only.
------	----	----	----	----	----	-------------------------------------------------------------

Course Class. Number	Weekly Class Hrs Per Unit of Credit	Workload K-factor	Normal Class Size			Category Description, examples and comments
			LD	UD	GD	
S-25	--	--	--	25	25	Practice teaching, work-study, thesis projects, and independent study Undergraduate - practice teaching and public school nursing. Graduate - all disciplines.
S-36	--	--	36	36	36	Independent study, fieldwork, studio instruction, supervised activities, major only Undergraduate—all disciplines.
S-48	--	--	48	48	48	Independent study, music studio instruction, supervised activities, major only Undergraduate - music.

CSU FACULTY WORKLOAD FORMULA

MODE OF	(A) HRS/ WK/ CCU	(B) K-FACTOR	(C) CCU FOR 12 WTU	WTU (B X C)	In Class (A X C)		Outside Prepara- tion		Advising, Meetings, Professional Activities		Total Wrk Wk
1. Lecture or discussion (C1-C6)	1	1.0	12	12	12	+	24	+	9	=	45
2. Activities (C7-C14)	2	1.3	9	12	18	+	18	+	9	=	45
3. Laboratory I (C15)	3	1.5	8	12	24	+	12	+	9	=	45
4. Laboratory 2 (C16-C17)	3	2.0	6	12	18	+	18	+	9	=	45
5. Major Sports (C18)	>3	6.0	2	12	24	+	12	+	9	=	45
6. Minor Sports Performance, Production (C19-C21)	>3	3.0	4	12	24	+	12	+	9	=	45

Faculty frequently teach more than one type of class rather than all in one mode as indicated above. Below are examples of workloads distributed between 2 modes.

	<u>C/S#</u>	<u>Sec</u>	<u>CCU</u>	<u>K-factor</u>	<u>WTU</u>	
1. 2 sections – 3 unit biology lecture course	(C-2)	2	x 3	x 1	=	6
3 sections – 1 unit biology lab course	(C-16)	3	x 1	x 2	=	6
						— 12
2. 1 section – 3 unit art lecture course	(C-2)	1	x 3	x 1	=	3
3 sections – 2 unit art activity	(C-9)	3	x 2	x 1.3	=	8
						— 11 (owe 1 WTU)
3. 2 sections – 5 unit language lecture course	(C-4)	2	x 5	x 1	=	10
1 section – 2 unit language lab course	(C-15)	1	x 2	x 1.5	=	3
						— 13 (bank 1 WTU)

DEFINITIONS

- CCU = Course Credit Units. The number of units earned by the student for a course.
- C/S Numbers = Course Classification Categories. Used to designate the mode in which a course is taught.
- FTEF = Full Time Equivalent Faculty. The number of faculty positions budgeted to support the academic program of the campus.
- FTES = Full Time Equivalent Students. (Sometimes shortened to FTE.) FTES = SCU/15. It should be noted that the factor of 15 is used for graduate enrollment as well as undergraduate.
- K-factor = Factor used to convert course credit units to faculty WTU, K-factor x CCU = WTU.
- WTU = Weighted Teaching Units. WTU = K-factor x CCU. A calculation of instructional workload for faculty. For each full-time faculty position the requirement is for WTU: 12 WTU from direct instruction and 3 WTU from committee work, advising, curriculum development, etc. It is common practice to assign 15 WTU of direct instruction for each budgeted FTEF when part-time faculty are utilized, since committee work and advising are not considered a part of their workload.

APPENDIX H
Curriculum Forms



REQUEST FOR NEW ACADEMIC PROGRAM
(Major, Minor, Option, Concentration, Certificate or Credential)

New degree program proposals following the traditional process must complete Phase I of the curriculum review process (see the Curriculum Guide) before entering Phase II.

Phase II - Traditional | Fast Track | Pilot Program | Substantive Change

Department: _____ **Extension:** _____ **College:** _____

1. Name of Program: _____

2. Type of Program:

Undergraduate Major Certificate
 Graduate Option/Concentration Credential
 Minor

3. Effective date of Offering for the Proposed Program (semester & year): _____

4. Attach appropriate responses and/or forms for ALL applicable CATEGORIES:

CATEGORY A: NEW DEGREE PROGRAMS

- a. The Procedures for Submitting Proposals for New Degree Programs (see the Curriculum Guide – Appendix A).
- b. Forms for any new, modified or retired courses (use the Request for New Course Form and/or Request for Permanent Course Modification Form).
- c. Program Level Student Learning Outcomes (SLO's), with assessment information.
- d. Road maps and Road map update form – undergraduate programs only

CATEGORY B: NEW OPTIONS, CONCENTRATIONS, MINORS and CERTIFICATES

- a. The Procedures for Submitting Proposals for New Options, Concentrations, Special Emphasis and Minors (see The Curriculum Guide – Appendix B).
- b. Forms for any new, modified or retired courses (use the Request for New Course Form and/or Request for Permanent Course Modification Form).
- c. For new certificates, also see PM 90-02.
- d. Program Level Student Learning Outcomes (SLO's), with assessment information.
- e. Road Maps and Road map update form – undergraduate options and concentrations only.

CATEGORY C: NEW CREDENTIAL PROGRAMS

- a. The California Commission on Teacher Credentialing Guidelines. Attach a copy of the formal proposal to be submitted to CCTC.
- b. The Procedures for Submitting Proposals for New Degree Programs (see the Curriculum Guide – Appendix B).
- c. Forms for any new, modified or retired courses (use the Request for New Course Form and/or Request for Permanent Course Modification Form).
- d. Program Level Student Learning Outcomes (SLO's), with assessment information.

SIGNATURES. When proposal has been reviewed, sign, and date in the space below and forward to the next reviewing authority. Please sign on dotted line. **Attach comments and/or recommendations.**

1.		2.	
Proposal Originator	Date	Department Chair/Program Head	Date
3.		4.	
Department Curriculum Committee Chair/ Program Faculty Designee	Date	Curriculum Register Publication	Date
5. Impact Statements Received – College Curriculum Committee: indicate date received.		6.	
a. Instructional Dean		College Curriculum Committee Chair	Review Date
b. Office of Academic Affairs		7.	
c. Graduate Council		University Curriculum Committee Chair	Date
d. General Education Committee		8.	
e. Liberal Studies Committee		Provost/VPAA	Date
		9.	
		President or designee	Approval Date



REQUEST FOR PROGRAM MODIFICATION OR DISCONTINUANCE

Department: _____ **Extension:** _____ **College:** _____

1. Name of Program: _____

2. Type of Program:

- | | | |
|----------------------------------------|-----------------------------------------------|--------------------------------------|
| <input type="checkbox"/> Undergraduate | <input type="checkbox"/> Major | <input type="checkbox"/> Certificate |
| <input type="checkbox"/> Graduate | <input type="checkbox"/> Option/Concentration | <input type="checkbox"/> Credential |
| | <input type="checkbox"/> Minor | |

3. Type of Change: **Modification** **Substantive Change** **Discontinuance**

4. Effective date for Change (semester & year): _____

ATTACH APPROPRIATE RESPONSES AND/OR FORMS FOR ALL APPLICABLE CATEGORIES

5. Justification for proposed modification or discontinuance

- Justify the need for modifying or discontinuing the program.
- If program is being modified or discontinued in response to academic review or accreditation recommendations, attach explanations.

6. Indicate whether additional resources will be needed. If yes, specify what resources and justify.

7. Plans for accommodating students affected by the modification or discontinuance:

8. For Modified Program, attach responses for (a), (b), (c), (d), (e), and (f).

For Discontinued Program, attach responses for (d) only.

- Summary of proposed modification(s): specify how the proposed program modification differs from the existing program. List courses added or deleted to requirements. For credential programs attach copy of formal change proposal to be submitted to CCTC.
- Modified program in catalog format.
- Program Level Student Learning Outcomes (SLO's) with assessment.
- Does this proposal affect another department(s)? yes no. If yes, when was the department notified?
_____ (date) Include course modification form(s). Please attach a copy of the notification and copies of any responses received.
- Forms for any new, modified or deleted courses.
- Undergraduate Program Road Maps and Form to the Office of Academic Programs. Please note, if revisions are required, please resend Roadmap with revisions upon approval of program modification.

Contact the Office of Academic Programs, ext. 3308 for the description of the overall curriculum review process.

SIGNATURES. When proposal has been reviewed, sign, and date in the space below and forward to the next reviewing authority. Please sign on dotted line above signature description. **Attach comments and/or recommendations.**

1. _____		2. _____	
Proposal Originator	Date	Department Chair/Program Head	Date
3. _____		4. _____	
Department Curriculum Committee Chair/ Program Faculty Designee		Curriculum Register Publication (no signature required on line above)	
5. Impact Statements Received – College Curriculum Committee indicate date received.		6. _____	
a. Instructional Dean		College Curriculum Committee Chair Review Date	
b. Office of Academic Affairs		7. _____	
c. Graduate Council		University Curriculum Committee Chair Approval Date	
d. General Education Committee		8. _____	
e. Liberal Studies Committee		Provost/VPAA or designee Date	
AA P-1(Rev.09/12/2007)		9. _____	
		President or designee Approval Date	



California State University
Dominguez Hills

Office of Academic Programs • WH A-340 • (310) 243-3308

REQUEST FOR NEW COURSE

Department:	Extension:	College:
--------------------	-------------------	-----------------

1. Course Prefix:	2. Course Number:	3. Units:
--------------------------	--------------------------	------------------

4. Course Title: (full title for university catalog):

5. Abbreviated Title (30 characters total – spaces included): -----

6. Prerequisite course(s) (course prefix and number): Required: _____ Recommended: _____

7. Co-requisite course(s) (course prefix and number): Required: _____ Recommended: _____

8. Course Description as it will appear in the University Catalog (40 words or less):

9. Effective date for Change (semester & year):

10. Grading Method: <input type="checkbox"/> A-F and CR/NC by petition <input type="checkbox"/> CR/NC only <input type="checkbox"/> A-C/NC (undergraduate only) <input type="checkbox"/> A-B/NC (graduate only) <input type="checkbox"/> SP <input type="checkbox"/> Repeatable for credit (max. number of units: ____)

11. Mode of Instruction:	Lecture	Seminar	Laboratory	Activity	Production	Supervision	TOTAL
Hrs/wk:							
Units:							
C/S#:							

11b. Alternative Delivery Method (e.g. TV, online, distance learning, hybrid; include percentage of instruction via this method) – list below:

12. Footnote(s) (see class schedule for footnotes list):

13. Enrollment restriction(s) (e.g. seniors only, MBA major only):

13. Attach a course syllabus. Indicate grading policy, evaluation methods and expected learning outcomes. For required syllabus information, see Academic Affairs Memorandum AAAP016.00 or call the Office of Academic Programs, ext. 3308.

14. Course Utilization:	Prerequisite	Required	Required Alternate	Elective
General Education				
Liberal Studies				
Other Program(s)				
1.				
2.				
3.				
4.				
5.				

15. Relationship of Course to Total Educational Program of the University: Identify courses that will be replaced or overlapped by this course.

Replaced			Overlapped		

16. Cross-Listing:

- a) Will the course be cross-listed with another course? **yes** **no** If yes, please identify the cross-listed course.
- b) If a cross-listing a graduate course with an undergraduate course, please explain fully how the graduate course will differ from the undergraduate course.

17. Justification for new course (complete appropriate items and **attach**):

- a) Justify the need for this course.
- b) Justify level of course and prerequisites.
- c) Justification if NO prerequisite is required for 300, 400, or 500 level course.
- d) Justify CR/NC only grading.
- e) Is course being proposed in response to academic review or accreditation recommendations? **yes** **no**
If yes, explain fully and attach.
- f) Does this proposal affect another department(s)? **yes** **no**. If yes, when was the department notified?
_____ (date). Please attach a copy of the notification and copies of any responses received.

18. Resources required:

Staffing:

- a) Program's current year faculty workload and support positions are sufficient to staff and support course.
 yes **no** If yes, include a description of existing workload and support. If no, include a description of workload or support needed and how it will be acquired (source).
- b) Expertise: Required expertise available among existing faculty. **yes** **no** Explain fully and attach.
- c) Faculty would have to be recruited. **yes** **no** If yes, include position description.

Facilities: Are special facilities needed to house course? **yes** **no**

If yes, are they currently available? **yes** **no** Explain fully and attach. If no, describe plans for acquisition and estimated cost.

Equipment (include computers, laboratory equipment, etc): Program's current equipment is sufficient to support course. **yes** **no** If no, describe additional equipment needed, how it will be funded and maintained, and where it will be housed.

Reference materials (include library books and periodicals, software, etc.): Current campus and program reference materials are sufficient to support course. **yes** **no** If no, list additional reference materials and how they will be funded.

Course Fees: Will the course require a new course fee **yes** **no** , If yes please contact the University Fee Committee

Other resources: If additional resources are needed, list, explain fully, and attach.

20. Predicted enrollment and number of sections:		
	Predicted Enrollment	Number of Sections
Fall		
Spring		
Special Sessions		
21. Offering frequency: Every semester <input type="checkbox"/> Once a year <input type="checkbox"/> Every _____ years		
22. Earliest date to be offered (term/year):		

- 23. Additional forms.** If this course is intended to be part of an existing or new program, please submit the appropriate form(s). For program modifications use the REQUEST FOR PROGRAM MODIFICATION form. For new programs use the REQUEST FOR NEW ACADEMIC PROGRAM-PHASE II form.

SIGNATURES. When proposed program modification has been reviewed, sign, and date in the space below and forward to the next reviewing authority. Please sign on dotted line above the description. **Attach comments and/or recommendations.**

1.		2.	
Proposal Originator	Date	Department Chair/Program Head	Date
3.		4.	
Department Curriculum Committee Chair	Date	Curriculum Register Publication (no signature required above)	
Program Faculty Designee		6.	
5. Impact Statements Received – College Curriculum Committee: indicate date received	Dates	School/College Curriculum Committee Chair	Review Date
a. Instructional Dean		7.	
b. Office of Academic Affairs		University Curriculum Committee Chair	Approval Date
c. Graduate Council		8.	
d. General Education Committee		Provost/VPAA or designee	Date
e. Liberal Studies Committee		AA C-1 (Rev. 03/01/2007)	



California State University
Dominguez Hills

Office of Academic Programs • WH A-340 • (310) 243-3308

REQUEST FOR PERMANENT COURSE MODIFICATION
(For modification, retirement or freezing of an existing course)

Department:	Extension:	College:
--------------------	-------------------	-----------------

PRESENT STATUS

Course Prefix:	Course Number:	Units:
Course Title:		
Abbreviated Title (30 characters total – spaces included): -----		
Prerequisite course(s): Required:		Recommended:
Co-requisite course(s): Required:		Recommended:
Grading Method:		Mode of instruction:
Footnote(s):		Enrollment Restriction(s):
Course Utilization (check all that apply). <input type="checkbox"/> General Education; <input type="checkbox"/> Liberal Studies; <input type="checkbox"/> Other Programs (list below)		

NOTE: A “Request for Program Change Form” must be submitted for each program listed above that will be affected by the proposed modification or inactivation.

TYPES OF MODIFICATIONS

Check all that apply.

- Course Prefix Unit Value Prerequisite Grading Method Footnotes Course Description
 Course Number Course Title Co-requisite Mode of Instruction Enrollment Restrictions Course Utilization

NOTE: Changes involving several categories may require a “New Course Proposal Form.”

TYPES OF INACTIVATIONS

- Freeze course**
 Retire course If course is being retired or frozen, will it be replaced by another course? **yes** **no**
 If “yes”, list course(s) below:

Course Prefix	Course Number	Course Title

PROPOSED STATUS (provide modifications only)

1. Course Prefix:	2. Course Number:	3. Units:
4. Course Title:		
5. Abbreviated Title (30 characters total – spaces included): -----		
6. Prerequisite course(s): Required:		Recommended:
7. Co-requisite course(s): Required:		Recommended:
8. Course Description:		

9. Course Utilization (check all that apply). <input type="checkbox"/> General Education <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Other Program(s) (list below)		

10. Grading Method:		
<input type="checkbox"/> A-F and CR/NC by petition	<input type="checkbox"/> CR/NC only	<input type="checkbox"/> A-C/NC (undergraduate only)
<input type="checkbox"/> A-B/NC (graduate only)	<input type="checkbox"/> SP	<input type="checkbox"/> Repeatable for credit (max. number of units: ____)

11a. Mode of Instruction:							
	Lecture	Seminar	Laboratory	Activity	Production	Supervision	TOTAL
Hrs/wk							
Units							
C/S#							

11b. Alternative Delivery Method (e.g. TV, online, distance learning, hybrid; include percentage of instruction via this method) – list below:

12. Footnote(s) see class schedule for footnote list:

13. Enrollment restriction(s) (e.g. seniors only, MBA major only):

14. Effective date for Change (semester & year):

- 15. Justification – Complete items appropriate to modification** (attach):
- A. Need for course modification, retirement, or freezing.
 - B. Justification for revised level of course.
 - C. Justification if NO prerequisite is required for 300, 400, or 500 level course
 - D. Is course being modified in response to academic review or accreditation recommendations? yes no
If “yes”, explain fully and attach.
 - E. Will additional resources (faculty, facilities, equipment, etc.) be required to support proposed modification? yes no Explain fully and attach.
 - F. Is course currently articulated with a community college(s), other CSU, or other university? yes no
Will course(s) from other institutions that are currently articulated with this course need to be re-reviewed for articulation? yes no
 - G. Does this proposal affect another department(s)? yes no. If yes, when was the department notified?
_____ (date). Please attach a copy of the notification and copies of any responses received.

16. Course Fees: Will the course require a new/revised course fee? yes no If yes, please **contact** the University Fee Committee.

- 17. Cross-Listing:**
- c) Will the course be cross-listed with another course? yes no If yes, please identify the cross-listed course.
 - d) If a cross-listing a graduate course with an undergraduate course, please explain fully how the graduate course will differ from the undergraduate course.

18. Attach a course syllabus. Indicate grading policy, evaluation methods and expected learning outcomes with assessment methods. For required syllabus information, see Academic Affairs Memorandum AAAP016.001 or call the Office of Academic Programs, ext. 3308.

19. Predicted enrollment and number of sections:		
	Predicted Enrollment	Number of Sections
Fall		
Spring		
Special Sessions		
20. Offering frequency: Every semester <input type="checkbox"/> Once a year <input type="checkbox"/> Every _____ years		
21. Earliest date to be offered (term/year):		

22. Additional forms. **If this course modification affects an existing program (major, minor, option), please submit the appropriate form(s). For program modifications use the REQUEST FOR PROGRAM MODIFICATION FORM. For new programs use the REQUEST FOR NEW ACADEMIC PROGRAM FORM-PHASE II.**

SIGNATURES. When proposed program modification has been reviewed, sign, and date in the space below and forward to the next reviewing authority. <u>Please sign on dotted line above the description of the signature.</u> Attach comments and/or recommendations.			
1.		2.	
3. Proposal Originator		4. Department Chair/Program Head	
Date		Date	
3. Department Curriculum Committee Chair/ Program Faculty Designee		4. Curriculum Register Publication (no signature required above)	
Date		6.	
5. Impact Statements Received – College Curriculum Committee indicate date received		6. College Curriculum Committee Chair	
Dates		Review Date	
a. Instructional Dean		7.	
b. Office of Academic Affairs		7. University Curriculum Committee	
c. Graduate Council (when appropriate)		Chair	
d. General Education Committee (when appropriate)		Approval Date	
e. Liberal Studies Committee (when appropriate)		8.	
		8. Provost/VPAA or designee	
		Date	
AA C-2 (Rev. 03/01/2007)			

List of Available Documents

State

1. Student Catalog Rights for Undergraduate Students (Title 5: 40401. Election of Regulations)

System wide

1. Transfer of Credit (Executive Order (E.O.) 167)
2. Grading Symbols (E.O. 268)
3. Consolidation of Faculty Workload Policy Materials (includes Course Classification System) (EP&R 76-36)
4. Discontinuation of an Academic Program (EP&R 79-10)
5. Definitions of Graduate Level Instruction in the CSU (EP&R 82-39)
6. Policy Guidelines for Breadth in New Bachelor's Degree Majors (EP&R 85-13)
7. Recommendations on Study of Graduate Education (AAP 91-04)
8. General Procedure for Development of Joint Doctoral Programs

Campus

1. Guidelines for Proposing New Degree Program
2. Request for New Course Form – Instructions
3. Request for New Course Form
4. Request for Permanent Course Modification Form – Instructions
5. Request for Permanent Course Modification Form
6. Request for Program Modification OR Discontinuance
7. Undergraduate Program Balance (Presidential Memorandum (PM) 81-19)
8. Course Information/Syllabi (AAP016.001)
9. University Mission Statement (PM 2000-01)
10. Goals and Objectives (PM 2000-02)
11. Policy on Academic Assessment (PM 2000-04)
12. Curriculum Proposals: Informal Sharing Process and Inclusion of Course Objectives in Course Syllabi - F. Lauerhass (UCC Chair), dated 10/3/99
13. Resolution on Informal Sharing of Curriculum Proposals (EPC 99-01)
14. Baccalaureate Level Courses (AS-1401-83/CC)

List last updated: September 18, 2007