

# **Guidelines for Submitting Curricular Proposals**

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# Guidelines for Submitting Curricular Proposals

## General Information

Ordinarily, proposals for curricular change are initiated by departments, although any member of the university community (faculty member, student, or administrator) may begin the process.

In most instances, a proposal pertains to a program of instruction within a particular college. If that is the case, the proposal is submitted to the respective college curriculum committee or other advisory body which screens curricular proposals to examine the proposal and make a recommendation. It is then forwarded to the Dean of the college.

Whenever a department other than the one in which the proposal was initiated has a legitimate concern with the subject of the proposal, concurrence by that department should be obtained **before** the proposal is submitted. The college screening committee bears a major responsibility to make sure that potential interdepartmental conflicts are resolved as early in the process as possible. The department which initiates the proposal can facilitate matters by negotiating directly with other concerned departments in the process of writing the proposal. The sooner this is done, the better.

In some cases, the possible conflicts referred to above involve more than one college. Preliminary negotiations between departments and between colleges are highly recommended. Final responsibility, however, rests with the Graduate Council for graduate level proposals or the Undergraduate Curriculum Committee for undergraduate proposals and with the Senate.

It is only prudent to be aware that over many years, the Undergraduate Curriculum Committee has been extremely reluctant to approve proposals to which there are strong and unresolved objections by any department or college. In some instances of such conflict, the Undergraduate Curriculum Committee has acted to resolve the matter. In other instances, the problem has been resolved by the Senate.

Submission deadlines for proposals are scheduled in February each year in order to prevent the bunching of proposals and thus to arrange, on a more rational basis, the work of the Undergraduate Curriculum Committee, the Graduate Council, etc. There is a regular system of rotation among the colleges so that the first shall be last and vice versa (at least eventually).

After receiving a curricular proposal, Curriculum Services is responsible for the proposal until its final disposition. If it is approved, Curriculum Services has the responsibility for placing it in the catalog in the form in which it has been finally approved. Each proposal is given an initial perusal keeping the following in mind:

1. Is the language clear and grammatical?
2. If the proposal is for a new degree, is the degree on the Master Plan?
3. Are the justifications advanced for the proposal persuasive and in accord with university policy?
4. Is the form of the proposal consistent with present catalog material?

Certain formulas recur in the catalog, e.g., "Maximum credit six units." If the proposal reads: "This course may be repeated with new content up to a maximum of six units credit," Curriculum Services will replace the sentence with the standard phrase without consulting the department which initiated the proposal. Curriculum Services' editorial discretion includes the practice of eliminating from proposed course descriptions such phrases as "A study of . . .," "Analysis of . . .," etc. In general, unnecessary articles (both definite and indefinite) will be removed from course descriptions whenever this can be done without changing meaning. More drastic changes will be made only upon consultation with those who initiated the proposal.

All submitted proposals are available to view in CurricUNET.

General Education proposals are sent to the General Education Committee for review; proposals dealing with graduate level programs will be forwarded to the Graduate Curriculum Committee for approval then forwarded to the Graduate Council for action. Upper division courses (500-599) acceptable for advanced degrees are reviewed by both the Undergraduate Curriculum Committee and Graduate Curriculum Committee.

Ordinarily, proposals dealing exclusively with the graduate program need no further processing and will be incorporated into the San Diego State University program of instruction. There is one important exception to this. Proposals for new degree programs which require off-campus approval will be submitted to the Committees on Academic Policy and Planning and Academic Resources and Planning for their evaluation and recommendation. These programs also need approval of the Senate, the President, and the Chancellor's Office.

Reports outlining curricular proposals once approved by the Deans are forwarded to the Undergraduate Curriculum Committee. However, if the proposal is for a new degree program, a new minor, or a new option, emphasis or concentration, the proposal will be reported to the Committees on Academic Policy and Planning and Academic Resources and Planning for their evaluation and recommendation. Only then will such a proposal be forwarded to the Undergraduate Curriculum Committee. Some proposals for new degree programs, new minors, and new options, emphases or concentrations, must be forwarded to the Chancellor's Office for approval after being approved locally. Instructions from the Chancellor's Office are included in this Guide.

Executive Order No. 1071 delegates authority to the President of San Diego State University to approve options, concentrations, special emphases, and minors in designated academic subject categories. A list of areas which can and cannot be approved locally is included in the appendix of this booklet.

For many undergraduate curricular proposals, approval by the Undergraduate Curriculum Committee is the final step toward their being incorporated into the San Diego State University program of instruction. All such proposals are included in the committee's regular Information report to the Senate. If, however, four members of the committee so request, a given proposal will be submitted to the Senate as an "action" item. Ordinarily, proposals pertaining to individual courses and minor revisions of existing programs are part of the information report and proposed new degree programs, minors, options, etc., as well as revisions of graduation requirements, are incorporated in the report intended by the committee for action by the Senate.

### **Role of the Undergraduate Curriculum Committee** **Policy adopted by the Senate, May 8, 1979 and revised May 17, 1994**

1. Undergraduate proposals reviewed by the Deans, and Undergraduate Council (when appropriate) will be forwarded by the Office of the Provost to the Undergraduate Curriculum Committee. This committee shall be composed of the Provost, Curriculum Services, the Dean of the Division of Undergraduate Studies, one representative from each college and the Imperial Valley Campus selected by the Committee on Committees, and two students named in accordance with procedures approved by the Associated Students Council.
2. The Undergraduate Curriculum Committee shall be responsible for the review of undergraduate curricula to include additions, deletions, and changes in curricula, giving special consideration to those items which are of an interdepartmental and/or university-wide interest. The committee shall report all approved changes to the Senate. Ordinarily, approval by the committee shall be the final step at the local level required for including any undergraduate curriculum proposal in the San Diego State University *General Catalog*, except for approval of the use of courses in the graduate program. Proposals for new programs and deletion of programs shall be forwarded to the Senate as action items. Also, if as many as four members of the Undergraduate Curriculum Committee so request, a proposal shall be placed on the agenda of the Senate for final action.
3. Any individual, department, Dean, or college curriculum committee may request the Undergraduate Curriculum Committee to review any decision on any curriculum proposal. The committee may agree to review the matter and inform all interested parties of the decision to review and of the date set for the review, or the committee may decide not to review and promptly inform the appellant of its decision.

### **Undergraduate Curriculum Committee Guidelines for Evaluating New Course Proposals**

The following guidelines are used by the Undergraduate Curriculum Committee to evaluate course proposals:

#### **Course Prerequisites and Description**

1. Does the course title accurately and concisely reflect the course description?
2. Is the course description clear?
3. Are the number of units appropriate to the course content and mode of instruction?
4. Do the required prerequisites logically relate to the proposed course? What purpose do they serve?
5. Does it duplicate any existing course(s) presently in the catalog?

#### **Course Justification**

1. Does the course warrant academic credit?
2. Does the need for the course seem sufficient given resources required?
3. Do the course objectives address the stated need for the course?
4. Do the course objectives reflect the level of the course, as indicated by the proposed course number?
5. Do the suggested texts validate the proposed level of the course? Relate to the course content?
6. Does the course content articulate with the mission of the university?

### **Facilities / Resources**

1. Are unusual resources required? Are they available?
2. Did the Dean indicate that additional resources will be needed to offer the course? Does this seem realistic?
3. Does the staffing formula seem appropriate?
4. Is the mode of instruction congruent with the course objectives (i.e., lectures, activity, laboratory)?

### **Course Outline**

1. Does the course outline articulate with the course objectives?
2. Does the course outline articulate with the course description?

### **Grading**

1. The grading weight, class activities, etc., must indicate a degree of rigor appropriate to the course level.
2. The decision to include attendance and/or participation as part of the grading criteria for a class is the prerogative of the instructor. When included, this policy must be explicitly stated in the syllabus and provided to the students during the first week of classes.
3. It is the position of the committee that class attendance is not by itself a sufficient condition for determining course grades. Any percentage of the course grade awarded for class attendance and participation should be consistent with the methods used to achieve the specific course learning objectives.

### **Film Courses**

The policy of the Undergraduate Curriculum Committee in reviewing film courses is as follows:

1. If the viewing of films within the course is less than 40 percent of the total class time, the course will be classified under the lecture mode of instruction.
2. If the viewing of films within the course is more than 40 percent of the total class time, the course will be classified under the lecture/activity mode of instruction.

### **Undergraduate Curriculum Committee Policy on Determining the Appropriate Level of Credit for Courses Using Computers (November 1989)**

It is not possible (or at least not practical) to devise simple, objective criteria that the Undergraduate Curriculum Committee can use to determine accurately the appropriate level for a course using computers. The decision depends in part on the sophistication of the computer tools used and their integration with the subject area of the department offering the course.

When the instructional focus in a course is a substantive problem, such as the analysis of sociological data, in which the solution is aided by the application of computer tools, such as statistical software, then the course level will be determined primarily by the nature of the problem and the instructional rigor. In such a case, a minor part of the course, approximately ten percent, could be spent on the mechanics and syntax of using the computer tool and this would not affect the committee's decision about the appropriate course level.

Examples in which course material on the mechanics of a computer tool could be included as a small component without affecting the course level include the following:

1. A course in design in which a CAD (computer-assisted design) software package is used to prepare student projects.
2. A course in research methodology and reporting in which an integrated software package (including word processing, spreadsheet, database, and graphics modules are included) is used for practice projects.
3. A course in accounting in which a spreadsheet package is used to do homework assignments.
4. A course in language skills in which students must master the specific commands needed to use a computerized drill and practice program.

At the other end of the spectrum, when an extended period, approximately 50 percent of a course, is devoted to the mechanics and syntax of one or more computer tools, such as commands of an operating system, a word processing program, or a spreadsheet program, then the course should not be acceptable toward a degree program. In general, course material that focuses for an extended period on which button to press (e.g., half or more of the instructional time) should not be offered for credit toward graduation.

Among courses in computer programming, a basic introduction to a first programming language should normally be offered at the lower division level. Programming courses introducing one or more additional languages to students who have already learned a first language should be offered at a course level commensurate with the rigor of the proposed material; that is, such courses may be appropriate at the upper division or graduate level if the requirements are sufficiently rigorous.

## **Procedures for Processing Undergraduate Curriculum Change Proposals**

**Policy adopted by the Senate, January 9, 1970**

### **I. Initiation**

Proposals for changes in the curriculum may originate from individuals, departments, deans, college curriculum committees, or the Undergraduate Curriculum Committee. Curriculum Services will provide assistance in the preparation of proposals so that all proposals will be in correct form and all technical problems will be settled at the outset.

### **II. College Review**

Each college shall develop and follow procedures for review of curricular proposals. Review should be concerned with the academic merit of the proposal and its relationship to the academic program of other departments and the college as a whole.

### **III. Approval by Dean of College**

Every curricular proposal must be submitted to the Dean of the college concerned for approval or disapproval. The Dean should announce a decision within ten school days. The Dean's approval shall be based on his/her determination that the proposal is consistent with plans for the long-run development of the college, that all budget needs of the proposal (teaching positions, space, equipment, supplies, staff, etc.) have been considered carefully, and that the Dean is prepared to give the needs of the program high priority in the college's budget.

### **IV. Curriculum Services**

Curricular proposals shall be reviewed by Curriculum Services. Here proposals are reviewed for proper format, content, and elements which possibly conflict with existing policy, regulations, administrative code, or other agencies within the university. Proposals may be returned to the college for further revision. When the final proposal is acceptable to the college, the department, and Curriculum Services, the curriculum proposal shall be forwarded by Curriculum Services to the following groups for review:

- A. Requests for new degree programs which are not in the Academic Master Plan shall be sent to the Committees on Academic Policy and Planning and Academic Resources and Planning for consideration for inclusion on the Academic Master Plan.
- B. The proposals will be sent to all Deans listed below: Dean, College of Arts and Letters; Dean, College of Professional Studies and Fine Arts; Dean, College of Sciences; Dean, College of Business Administration; Dean, College of Education; Dean, College of Engineering; Dean, College of Health and Human Services; Dean, Imperial Valley Campus; Dean, College of Extended Studies; Dean of the Division of Undergraduate Studies; and the Dean of the Division of Graduate Affairs.
  - \*1. Deans of colleges shall review solely for impact on the program of their colleges and for budget implications. The Deans will have a period of time set by Curriculum Services to object to any proposal. If no written objection is received, the proposal will be considered approved. If any Dean objects to any proposal, Curriculum Services may seek the advice of others and after hearing the advice shall decide whether the proposal is approved, disapproved, or returned to the recommending source for revisions.
  - \*2. The Dean of the Division of Graduate Affairs shall review solely for impact on the graduate program. The Dean may approve the proposal or, when in his or her opinion the proposal raises important policy questions, request reasonable delay to permit review by the Graduate Council. The Dean shall inform Curriculum Services of action taken on each proposal.
  - \*3. The Dean of the Division of Undergraduate Studies shall review solely for impact on the undergraduate program. The Dean may approve the proposal or, when in his or her opinion the proposal raises important policy questions, request reasonable delay to permit review by the Undergraduate Council. The Dean shall inform Curriculum Services of action taken on each proposal.
- \*\* C. Proposals for new degrees, minors, emphases, options, and concentrations shall be sent to the Committee for Academic Policy and Planning for consideration for impact on the Master Plan and to the Committee on Academic Resources and Planning for comments regarding the budget impact of the proposal.

## ***Guidelines for Submitting Curricular Proposals***

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- D. Proposals for unit name changes shall be reviewed by the following bodies and individuals, in order:
1. The originating department or program (if applicable).
  2. The academic planning committee(s) of the college(s) in question.
  3. The relevant college Dean(s).
  4. The Provost.
  5. The Committee on Academic Policy and Planning.
  6. The Senate (which shall receive AP&P's recommendation as an information item).

\* Review shall proceed concurrently.

\*\* Review shall proceed concurrently with sections B.1 through B.4.

### **Conditions of Cross-Listed Courses Policy adopted by the Senate, April 6, 2010**

- 1.0 Cross-listed courses are defined as courses that are offered by two or more academic units, have identical course elements (title, description, units, mode of instruction; prerequisites and number, unless one of the academic units has already used that number for another course then the next closest number should be used) except the course prefix which reflects the academic department or program; are interchangeable for degree requirements; cannot be repeated for degree credit under separate prefixes; may be scheduled with the same instructor, room, and meeting pattern; may be scheduled with all, some, or one of the course prefixes.
- 2.0 Process for approving a cross-listed course
  - 2.1 If the course is an approved course in the catalog and additional department(s) want to cross-list the course, the cover page with approval signatures from each department/college requesting the cross-listing is required. Attach each department/college cover page with approval signatures to your on-line proposal using the Attach Files menu option in CurricUNET.
  - 2.2 If the course has never been taught, approval for a new cross-listed course shall follow the campus curriculum guidelines associated with a new course proposal.
  - 2.3 Cross-listing of a course can be ended with signatures by any participating department chair and college dean using the process described in 2.1.
- 3.0 Criteria
  - 3.1 A cross-listed course shall have the same title, number unless one of the academic units has already used that number for another course, prerequisites, description, unit value, and grading method in its description as listed in every unit.
  - 3.2 Catalog and course schedule listings shall indicate that the course is cross-listed. Materials presented to students, such as syllabi and course descriptions, shall also indicate that the course is cross-listed.
  - 3.3 The academic units shall agree that students may take the course under any of its listings to fulfill an academic unit's requirements.

If a collaborative course is acceptable for General Education, the following General Education policies apply. A student shall not receive more than 12 units of GE credit from any one academic unit, including collaborative courses listed therein. A student shall not receive more than 7 units of GE credit in sections II, III, and IV combined from any one academic unit, including collaborative courses offered therein. Courses in a student's major unit or collaborative courses listed therein may not be used in Section IV (Explorations of Human Experience).

Experimental topics courses, General Studies 250, 350, and variable titled and variable unit courses are not eligible to be considered as cross-listed courses.

Catalog and course schedule listings must indicate that the course is a cross-listed course that is listed in more than one department.

The participating departments must agree on cross-listed course content.

Students may take the course under any of its listings to fulfill any one department's requirements.

No more than 20% of the courses in any department or program may be cross-listed courses.

**Policy for Establishing New Impacted Programs and for Changing Admission Criteria of Existing Impacted Programs**  
**Policy adopted by Enrollment Services, October 2006**

Each November, the Chancellor's Office forwards a coded memorandum to CSU campuses requesting the identification of undergraduate enrollment programs proposed for impactation and proposed supplemental admission criteria changes for existing impacted programs. This information is due to the Chancellor's Office on April 30 and is published by the CSU in August of the subsequent year. This timeline complies with the CSU Board of Trustees' enrollment management policy calling for the CSU to notify prospective applicants and the public about supplemental admission criteria twelve months prior to the term in which the supplemental admission criteria take effect.

The Associate Vice President and Assistant Vice President for Academic Affairs are charged with overseeing and implementing the impactation policy. Each December, the Associate Vice President for Academic Affairs notifies academic departments that if they propose to impact a non-impacted program, or if they propose any changes to admission criteria for existing impacted programs, they need to contact Dr. Sandra Cook, Associate Vice President for Enrollment Management, and together provide the required program data to support the proposed changes. In this regard, Executive Order No. 563: Impacted Programs and Campuses (Undergraduate) requires campuses to supply historical data for each academic area and class level for which the impactation designation is requested.

Requests for new impacted programs, or changes to admission criteria for current impacted programs, along with the supporting documentation, are due to Dr. Sandra Cook, Associate Vice President for Enrollment Management **no later than March 15**. Approved requests will be included in the final submission to the Chancellor's Office on April 30. Curriculum Services will receive from Enrollment Services a copy of approved changes for publication in the *General Catalog*.

Please note that admission criteria for existing impacted programs should not be changed unless absolutely necessary in order to ensure that our students have the opportunity to graduate in four years. This is particularly true for the required grade point average.

**Impactation changes timeline summary:**

December	Departments notified that proposed new programs or any changes to admission criteria for current impacted programs are due March 15.
December-March	Departments that wish to forward proposals may work with the Director of Institutional Research and Analytical Studies to complete required Program Data sheets.
March 15	Departments submit proposed changes to Dr. Sandra Cook, Associate Vice President for Enrollment Management.
April 30	The Associate Vice President and Assistant Vice President for Academic Affairs review all proposed changes and forward approved changes to the Chancellor's Office and to SDSU Curriculum Services.



# Flow Chart for Undergraduate Curricular Proposals

(Revised July 2015)

(Includes Proposals for New Basic Credential Programs and Revisions to Existing Basic Credential Programs)

Department

College Curriculum Committee

Dean of College

Curriculum Services

<p><b>New Programs Deletion of Existing Programs</b></p>
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- ‡ Academic Policy and Planning Committee
- ‡ Academic Resources and Planning Committee
- Undergraduate Curriculum Committee
- + Graduate Curriculum Committee
- Academic Deans
- + Graduate Council
- Senate
- President
- o California Commission on Teacher Credentialing
- + Chancellor
- + Board of Trustees

<p><b>New Courses, Certificates, and Changes in Existing Programs and Courses Deletion of Existing Programs</b></p>
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- + General Education Committee
- + Writing Committee
- Undergraduate Curriculum Committee
- + Graduate Curriculum Committee
- Academic Deans
- ¢ Graduate Council
- Senate (information item)
- President
- o California Commission on Teacher Credentialing

‡ Review concurrently.  
 O Credential programs only.  
 + When appropriate.  
 ¢ Review upper division courses acceptable for advanced degrees.

## Flow Chart for Graduate Curricular Proposals

(Revised July 2015)

(Includes Proposals for Advanced Credential Programs)

Department

College Curriculum Committee

Dean of College

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<p><b>New Programs Deletion of Existing Programs</b></p>	<p><b>Concentrations, Certificates, Credentials, New Courses; and Changes in Existing Programs and Courses</b></p>
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Graduate Curriculum Committee

Graduate Curriculum Committee

‡ Academic Policy and Planning Committee

‡ Academic Policy and Planning Committee

‡ Academic Resources and Planning Committee

‡ Academic Resources and Planning Committee

Academic Deans

Academic Deans

Graduate Council

Graduate Council

Senate (action item)

Senate (when requested)

President

(Necessary Off-Campus Approval)

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‡ Review concurrently.

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## Flow Chart for Academic Master Plan Proposals New Degrees

(Procedure approved by Academic Policy and Planning Committee, April 24, 1981)



**NOTE:**

Procedure applies only to request for inclusion of a new degree in the Academic Master Plan. Request for implementation of degree must be submitted separately and follow established university procedures for review of new programs.

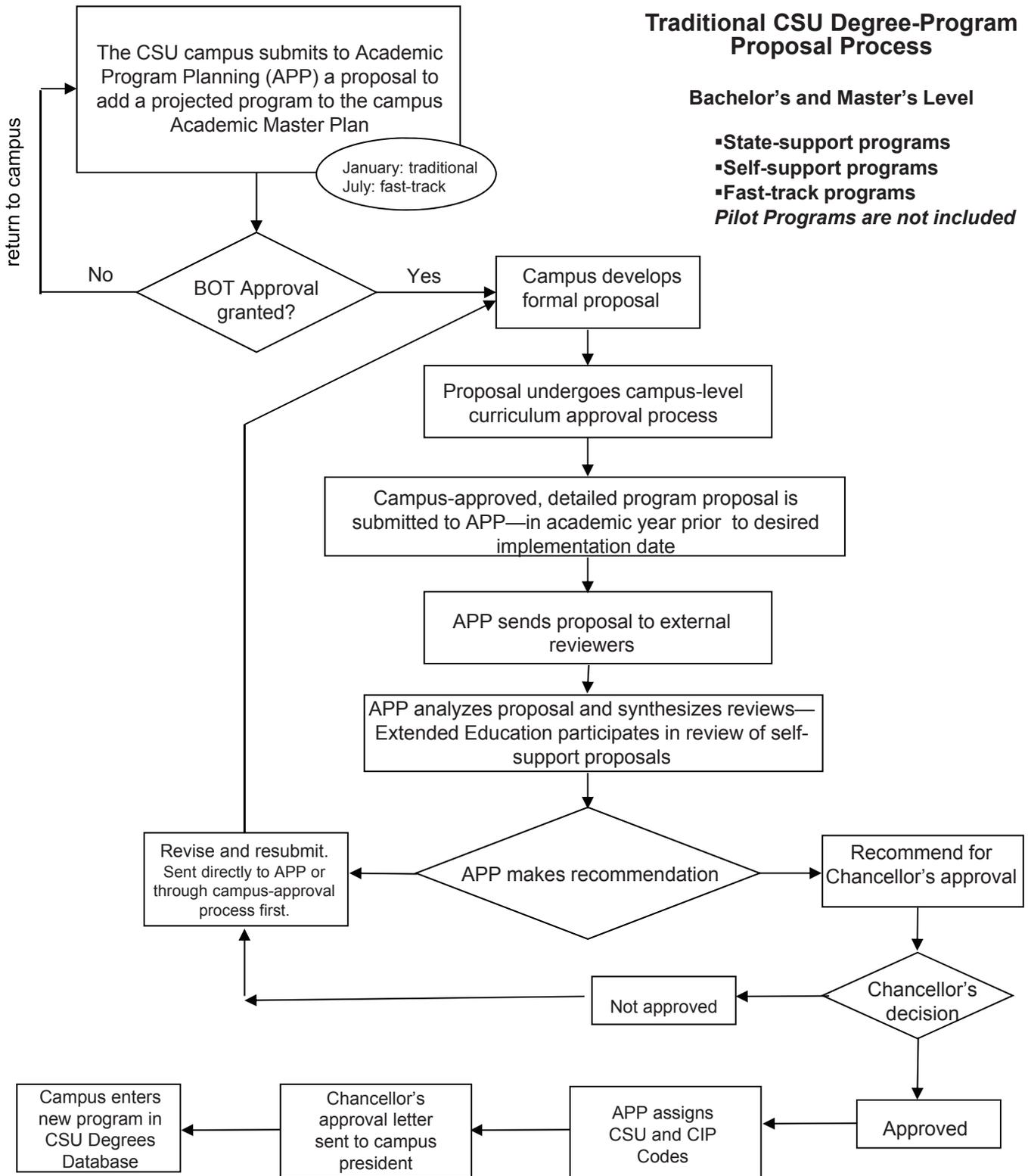
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‡ Review concurrently.

### Traditional CSU Degree-Program Proposal Process

Bachelor's and Master's Level

- State-support programs
- Self-support programs
- Fast-track programs
- Pilot Programs are not included*



APP 3/20/15 APP@calstate.edu