

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.