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# Policies and Procedures

The SDSU Curriculum Guide has been compiled to assist you in preparing curricular proposals for processing for consideration for inclusion in the *General Catalog*, the *Imperial Valley Campus Bulletin*, and the *Graduate Bulletin*. Also included are instructions on how to submit proposals for new certificate programs, for a degree to be placed in the Academic Master Plan, and for topics courses and General Studies courses to be included in the SDSU *Class Schedule* and in the College of Extended Studies catalogs. Special attention should be given to the following information:

## CurricUNET

CurricUNET is to be used to submit all proposals for new courses, modification of existing courses (course change, deactivation, or reinstatement), and changes to existing programs such as majors, minors, emphases, concentrations, etc. A list of questions that need to be answered for new programs is included elsewhere in this guide. For program discontinuation, refer to the policy statement on page 160.

CurricUNET is available on the SDSU website at <http://www-rohan.sdsu.edu/~acserv/>

## Course Classification System

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 S23, S24, 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.

A detailed description of the California State University Course Classification System and the revised policy on supervision courses begins on page 140. The chart should be reviewed when preparing proposals for new courses or modifications to existing ones, with attention to the effect the proposed additions or changes will have upon departmental staffing, facilities and the accommodations of students.

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

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

## How to Change a C/S Number

Departments wishing to initiate a C/S number change for a particular course can do so by submitting a modification proposal via CurricUNET.

## Use of 496 and 499 Courses

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

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

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

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

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

The Undergraduate Topics Committee (a subcommittee of the Undergraduate Curriculum Committee) and the Graduate Topics Committee (a subcommittee of the Graduate Curriculum Committee) are responsible for reviewing proposals for all topics and General Studies courses to be offered during the regular academic year, in extension, and in special sessions (i.e., summer term sessions). A detailed description of the policies and procedures appears on page 42.

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

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

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

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

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

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

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

## Syllabus Design

Policy adopted by the Senate, April 27, 2004; Revised April 8, 2014

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

1. Course Syllabi: The syllabus for each course shall describe the course's purpose, scope and student learning outcomes. In addition, each syllabus shall include office hours and contact information for the instructor, refer to the current procedure for accommodating students with disabilities (refer to Student Disability Services), and describe the course design, required materials, schedule, and grading policies, which may vary by section. A syllabus shall not bind the instructor to specific details, and the instructor shall retain the right to adjust the course design. Major departures from the syllabus, however, especially with regard to student learning outcomes, major assignment due dates and exam dates, and grading policies, shall be made only for compelling reasons.
2. Instructors shall provide students with access to their course syllabus at or before the first class meeting. In addition, instructors shall post their syllabus on the official and available course site of the SDSU Blackboard learning management system as well as any other course web site routinely accessed by the course students. Any major changes to the course syllabus shall be announced in class, communicated to all students electronically, and incorporated into an updated and posted version of the syllabus.
3. Departments shall, by the end of each semester, upload that semester's course syllabi in an accessible electronic format to the SDSU Syllabus Collection. Faculty may elect to complete and provide to their department a completed course information template (available from the SDSU Syllabus Collection) in lieu of the official course syllabus.

A detailed description of course syllabi production begins on page 54.

## 500 Level Course Proposal Justification

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 policy of the Graduate Curriculum Committee in regard to these courses.

1. For academic units that do not offer a master's degree, written statements from the department whose graduate students will use the courses in question should be attached to the curricular proposal forms. Included should be an indication of how the course will contribute to the students' graduate program, the number of graduate students likely to be involved, requirements for special handling of graduate students and similar issues.
2. For academic units that do offer a master's degree, information concerning how the course or courses under consideration will provide a graduate experience for graduate students should be included in the curricular proposal. For example, what does the department view as the role of the course on a master's degree program? Will graduate students enrolled in the course be identified and required to conduct themselves in a manner somewhat different from undergraduates?

## 900 Level Courses

Policy adopted by the Graduate Council, March 7, 1991

Courses numbered at the 900 level, except 997, are reserved for graduate courses in certain professional curricula as part of advanced certificate, credential, and licensure programs and are specifically intended for students admitted to the university with postbaccalaureate classified standing. Courses numbered at the 900 level are not applicable to other graduate programs.

## Special Sessions - Definition and Courses

**Definition:** Special sessions offered by San Diego State University consist of the Summer Sessions and at other special times as determined by the Dean of the College of Extended Studies and the Provost.

**Courses:** The development and administration of academic courses and programs as part of special sessions follow the same curricular and faculty approval procedures currently in force for resident programs at San Diego State University. With the exception of the X-01 through X-79 and X-397 numbered series which may be used for certificate programs only and must be approved by the respective units, courses offered may be selected from those included in the *General Catalog* and *Graduate Bulletin*. Topics courses (296, 496, 596, 696, Latin American Studies 580, Psychology 796, 886) and General Studies 250, 350, and 550 are subject to the same review process as those offered during the regular academic year.

### **X-01 through X-79, X-397, and X-997 Level Courses**

**Policy adopted by the Senate, March 1984; Revised, February 1985, March 1988, February 1994, and August 2010**

Courses numbered X-01 through X-79, X-397, and X-997 are professional development units offered only through Extension to meet specific academic needs of community groups. Courses at the X-01 through X-79 and X-397 levels are not acceptable for degree programs. All courses numbered X-01 through X-79 and X-397 will be processed according to the procedures established for the review and approval of new professional development courses through the College of Extended Studies. See the College of Extended Studies website for more information about course proposals at <http://www.neverstoplearning.org>.

### **General Education Courses – Frequency of Offerings**

**Policy adopted by the Senate, May 1983; Revised November 1998**

All General Education courses shall be taught at least once every three years at any San Diego State University campus. Any course not taught during this time shall be dropped from the General Education program.

### **Time Limit on Completion of Requirements for the Major**

**Policy adopted by the Senate, December 10, 1985**

As authorized by Title 5, *California Code of Regulations*, Section 40401, departments may require that specific baccalaureate degree requirements be met within as few as seven years of the date of the degree. Such requirements will consist of advanced courses and examinations in areas of knowledge changing so rapidly that information may be obsolete after seven years. **Proposals to identify degree requirements subject to the seven-year restriction must be approved in accordance with curricular approval processes at the department, college, and university levels.** Departments who wish to specify ways a student can verify recency of specific baccalaureate degree requirements may do so by use of a course change form or program change form. Justification for the change must be included on the form. Such requirements will be clearly identified in the *General Catalog*, and departments will be responsible for keeping Curriculum Services informed of appropriate ways for students to certify recency of subject matter. In instances in which a student is required to repeat a course taken more than seven years previously, only the last grade will be used in computation of grade point average. Students may repeat courses only if they earned grades lower than a C (CSU Executive Order No. 1037).

### **Course Scheduling Guidelines for Short-Term, One-Unit Graduate Courses**

**Policy adopted by the Graduate Council, March 21, 1985**

All graduate courses need to be scheduled with class sessions throughout the semester so that students will have ample opportunity to conduct course library work, research, and other course requirements. Normally, all graduate courses will follow this type of scheduling. However, it is recognized that certain forms of intensive short-term courses for one unit may have educational value at the graduate level and the following guidelines should be followed by departments wishing to offer such a course.

All short-term, one-unit graduate courses must carry notification to the students as to the required coursework to be completed prior to the first class meeting and must have at least a one-week interval between class sessions during which time assignments are to be completed and at least two weeks after the last class meeting for completion of final course projects.

### **Course Scheduling Guidelines for Short-Term Undergraduate Courses**

Regardless of the length of the term, all courses need to meet certain conditions to ensure lasting learning.

All courses should not only meet the required number of hours, but should also offer the student an opportunity to prepare, to study, and to cogitate for the required hours, as stated in the *General Catalog*.<sup>1</sup>

<sup>1</sup> One unit or credit hour represents 50 minutes of lecture or recitation combined with two hours of preparation per week throughout one semester of 15 weeks. Two hours of activity (as in exercise and nutritional sciences) or three hours of laboratory (as in the sciences) are considered equivalent to one hour of lecture.

Courses offered in terms that are less than 15 weeks will be adjusted to contain the same contact and preparation time as courses offered over a 15 week semester.

In scheduling a short-term or weekend course (during the regular academic year and summer term sessions), the sessions should not meet on two or three consecutive days. Lasting assimilation of the experience can be facilitated by a special format; for example, a paper and a meeting scheduled after a main presentation on a following weekend, or a course offered on a Friday followed, a week or more later, by a full Saturday session. Short-term or weekend courses may be offered as deemed appropriate by the department.

## **Computer Courses – Graduate**

### **Policy adopted by the Graduate Council, March 21, 1985**

Education in computer techniques has dramatically changed. Instruction once offered exclusively at the college level is now found in secondary schools. Therefore, it is not appropriate to offer graduate credit to introduce students to computer use or to certain elementary applications, which should now be considered remedial at the graduate level. In order to adjust curriculum policies accordingly, the Graduate Council adopted the following policy:

Introductory courses in programming and using computers (i.e., those without prerequisites) are considered remedial for graduate students and will not be approved at the 600 level or above.

Statistical workshops that introduce students to analytical software packages or computer languages are also considered remedial for graduate students and are not suitable for graduate credit at the 600 level or above.

Departments wishing to offer introductory computer courses of this nature should do so at the undergraduate level and as prerequisites for graduate coursework or admission or offer such courses through the College of Extended Studies.

## **Unused Courses (Undergraduate)**

### **Policy adopted by the Senate, May 1973; Revised May 1986 and February 2006**

Each year Curriculum Services shall identify the courses not offered during the past two years and shall inform each department or school that failure to offer the courses within the next academic year shall subject the courses to deletion from the catalog. A course not offered during the third year shall be deleted.

## **Reinstatement of Deleted Undergraduate Courses**

### **Policy adopted by the Senate, May 1986**

For a period of up to three years after the deletion of an undergraduate course by the Undergraduate Curriculum Committee, that same course (same course number, title, credit, units, prerequisite(s), catalog description) may be reinstated.

The academic department or program shall forward to the dean of the college a completed course reinstatement form. If the dean approves the request, the form shall be forwarded to Curriculum Services for inclusion in the next *General Catalog*. However, a reinstated course may be listed in the *Class Schedule* and taught prior to the publication of that catalog.

The department or program must teach the reinstated course within two semesters of the submission of the course reinstatement form. Failure to do so will result in a second deletion of the course from the curriculum. Courses deleted under these circumstances can be put back into the curriculum only by going through the process for the approval of new courses.

## **Graduate Course Deletion Policy (600- and 700-level courses)**

### **Policy adopted by the Graduate Council, November 19, 1987; Revised November 1998**

Each year Curriculum Services shall identify those courses which have not been offered during the past two-year period and shall inform each department that failure to offer the courses within the next academic year will subject them to deletion from the *Graduate Bulletin*. Courses not taught during the third year will be deleted from the *Graduate Bulletin* unless the department provides a written reply satisfactory to the Graduate Curriculum Committee showing that there are compelling reasons why the course should not be deleted and providing a plan for the reinstatement of the course in the department's regular program.

For a period of up to three years after the deletion of a graduate-level course, that same course (same course number, title, credit units, prerequisite(s), and bulletin description) may be reinstated by the following process:

1. The academic department or program will forward to the dean of the college a completed course reinstatement form.
2. If the college dean concurs with the department request, the form will be sent to Curriculum Services for review by the Dean of the Division of Graduate Affairs.
3. If the Dean of the Division of Graduate Affairs approves the request, the course will be included in the next *Graduate Bulletin*. However, a reinstated course may be included in the *Class Schedule* and taught prior to the publication of the *Graduate Bulletin*.

Failure of the department or program to teach the reinstated course within three semesters of the submission of the course reinstatement form will result in a second deletion of the course from the curriculum. Courses deleted in this way can be returned to the curriculum only by going through the same process as required for new courses.

### **Offering of Courses Rejected by the Curriculum Committee – Undergraduate Policy adopted by the Senate, April 1977**

Courses rejected by the Undergraduate Curriculum Committee may not be offered under special topics numbers or otherwise included in the *Class Schedule* unless specifically authorized by the Provost, who shall report the action to the Undergraduate Curriculum Committee.

### **Offering of Courses Rejected by the Curriculum Committee – Graduate**

Graduate-level courses rejected by the Graduate Council may not be offered under special topics numbers or otherwise included in the *Class Schedule* unless approval is granted by the Dean of the Division of Graduate Affairs.

### **The Minor**

#### **Policy adopted by the Senate, December 1975; Revised May 1986**

The minor serves an important educational purpose and is offered at SDSU in over sixty different fields of study. It is intended to provide students with the opportunity to develop a degree of competence in a field beyond the area of their major course of study. Like the major, the minor offers an integrated and coherent pattern of coursework organized around the principal areas of interest or subfields of academic disciplines and interdisciplinary areas. It combines lower and upper division coursework in proportions appropriate to the various disciplines. The specific regulations concerning the minor are as follows:

1. The minor shall consist of 15–24 units, the specific number to be determined by the academic departments and programs, and approved through the normal university curricular process. Minors which require considerable lower division preparation before students can begin upper division work will tend to include more units than minors where this is not the case.
2. Normally, 12 units of coursework in the minor will be upper division units. A minimum of six upper division units must be completed at SDSU. In minors where the number of prerequisite lower division units makes it impossible to take 12 upper division units without exceeding a total of 22 to 24 units, the required upper division coursework may be reduced to six units with the approval of the Undergraduate Curriculum Committee.
3. The minor is intended to provide students with a coherent pattern of coursework which will enable them to develop a degree of competence in a limited field of study. Departments and programs offering minors must, therefore, indicate the specific subject areas to which individual courses relate rather than permit a merely random selection of courses from a department or program.
4. The subject areas in which programs in the minor are offered should be such that the limited number of units required in a minor is sufficient to enable a student to achieve a reasonable degree of competence in the area. The degree of competence achieved will be considerably less than that required by a major, but should nevertheless constitute a worthwhile educational objective.
5. Courses taken in satisfaction of a minor may be used to meet requirements in General Education. In addition, courses taken to satisfy the preparation for the major requirements may be used as a part of a minor. However, no course may be used to satisfy the requirements for both a major and a minor.
6. The minimum grade point average for awarding a minor at the time of graduation is 2.0 (C) or better in all units applicable toward the minor, including those accepted by transfer from another institution.

### **Policy on Centers, Institutes, and Similar Entities**

#### **Policy adopted by Academic Deans, January 23, 1991; Revised July 1998, October 2001, September 2005, May 2008**

The establishment of centers, institutes, and similar entities at San Diego State University supports and enhances the teaching, research, and service missions of the institution. In a complex environment, the activities conducted by these types of organizational units are important to the development of new initiatives. These units also serve to bring together students, faculty, and community members with common interests.

The term bureau shall not be used to describe these types of organizations.

Centers shall have the ability to sponsor academic programs, continuing education programs and/or conference/workshops and to prepare academic curriculum to be reviewed through the normal academic internal procedures of the College and University.

The term Institutes shall be applied to those organizational units that primarily conduct research and are involved in public service activities.

Similar Entities are affiliated with the University and are formed to offer non-credit instruction (with or without Extended Studies depending on what is appropriate), information or other services beyond the campus community, to public or private agencies or individuals. Such entities often facilitate the conduct and dissemination of research, perform public service, or provide special training.

The objective of this policy is to promote the orderly development of these units through a written policy consistent with CSU Executive Order No. 751. This policy requires that an approval process take place which acknowledges the responsibilities of individuals and colleges in the operation of these units. The policy also provides for the timely notification of other colleges prior to the establishment of new units.

Centers established as a response to research grant projects require approval by the dean as part of the grant submission process. Such centers shall be established if the grant is funded and will be reviewed at the termination of the funding cycle to determine if the center has the capability to continue to meet the mission of the academic program. Centers unable to persist in the support of the academic mission should be terminated or converted to an institute status to conduct the research activities it was designed to support.

### **The Approval Process**

1. All centers and institutes shall be college-based. With the approval of the Council of Deans, similar entities may be either college-based or Research Foundation-based.
2. There will be notification to the Council of Deans of the establishment of the unit prior to approval by the college dean(s).
3. Requests to establish such organizations must be approved by the sponsoring college dean(s) and by the Provost.
4. All resources necessary to establish or carry out the mission of the unit are the responsibility of the sponsoring College(s).
5. A change to the title of a center or institute requires the approval of the Academic Deans Council.
6. Deletion of a center or institute requires the approval of the Academic Deans Council.

### **Community Advisory Boards for Units**

In those cases where the unit establishes an Advisory Board that includes community members, special consideration should be given to the responsibility to maintain contact with community members in a manner consistent with the overall development goals of the University.

The Dean of the College will be involved in the selection of advisory board members and will consult with the Provost to avoid potential conflicts with other development activities. When appropriate, University Advancement will be consulted with when selecting board members.

### **SDSU Research Foundation**

The SDSU Research Foundation is requested to follow a similar procedure in the establishment of such units. In this case, the Vice President for Research shall bring forward proposals to the Council of Deans for approval of such units.

### **Annual Reporting Requirements**

On an annual basis and coincident with the preparation of the University Catalog, college deans shall report all active centers, institutes, and similar entities for inclusion into all appropriate University publications.

As part of the annual reporting process, some positive action (recommendation) must be taken to continue the center, institute, or similar entity for the next year. Where the sponsorship of academic programs is involved, a recommendation to discontinue and the plan for transferring program responsibilities is subject to approval by the Provost.

A report must also be submitted if a center, institute, or similar entity is being deleted.

Beginning in 2007/08, all approved centers, institutes, and similar entities will be placed on a five-year review schedule. The review will consist of an evaluation of center, institute, or similar entity activity and accomplishment. Following each review, a decision will be made whether to continue the respective center, institute, or similar entity for an additional five years.

### **Review Schedule**

The deadlines rotate each year with each college on a five year review schedule.

Health and Human Services	February 16, 2015
Professional Studies and Fine Arts	February 16, 2015
Sciences	February 15, 2016
Imperial Valley Campus	February 15, 2016
Arts and Letters	February 13, 2017
Business Administration	February 13, 2017
Education	February 12, 2018
Engineering	February 12, 2018

Attached is a copy of the form to use for the review (please limit to two pages). The review should be signed by the College Dean(s) and forwarded to Dr. Kathy LaMaster, Associate Vice President, Academic Affairs at [lamaster@mail.sdsu.edu](mailto:lamaster@mail.sdsu.edu).

The form is available on line at:

[http://www-rohan.sdsu.edu/~acserv/files/CIR\\_Proposal.doc](http://www-rohan.sdsu.edu/~acserv/files/CIR_Proposal.doc)

**SDSU Centers and Institutes Review Proposal**

College Dean(s) : \_\_\_\_\_ Date: \_\_\_\_\_

- I recommend continuance
- I recommend discontinuance

Provost approval: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Center or Institute: \_\_\_\_\_

Director or Co-Director(s): \_\_\_\_\_

E-mail address: \_\_\_\_\_

Web site: \_\_\_\_\_

1. Accomplishments:

2. How does the center or institute contribute to fulfillment of mission of the CSU and the campus?

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3. Financial status:

4. Principal rationale(s) for continuance or discontinuance of center or institute: