Section One - Curricular Authority and Publications

PURPOSE

The Curriculum Handbook was designed to provide an explanation of procedures and processes inherent to the management of the University curriculum. It provides definitions of curricular terminology used on this campus and guidance for the development, initiation, management, modification, and discontinuation of all elements of the curriculum.

CURRICULAR AUTHORITY

The development and approval of curriculum is a collegial process with responsibility shared by the faculty, the administration, the President of the University, the Chancellor of the California State University (CSU), and the Trustees of the CSU. Responsibility for intellectual content of the curriculum and its constituent courses, including the requirements governing curricula and courses, resides primarily with the faculty, both as individual teachers and as members of department and college committees, the several faculty Councils and the Academic Senate. College deans exercise administrative responsibility for the implementation of the curricula, including immediate responsibility for staff and physical resources. The Vice Provost for Academic Affairs and Dean of Graduate Studies has the authority for overall administration 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 to instructional programs is defined by the nature of the modification. Some modifications may require review in the Office of the Chancellor, while others may be approved by University officers given appropriate authority by delegation from the President (see Executive Order No. 602 found at http://www.calstate.edu/execsearch/Subject_Index.shtml).

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

CURRICULUM PUBLICATIONS

In general, a common standard of expression and typographical quality is desirable among the various academic publications of the University. The University Office of Publications has responsibility for preparing or advising in the preparation of the graphic components of University publications. The common standard of expression is American English as given in the American College Dictionary, American Heritage Dictionary, or Merriam-Webster's New Collegiate Dictionary.

The University Catalog

The University Catalog of Undergraduate and Graduate Studies is the "publication of record" for the University. However, the catalog is neither a contract nor expresses the terms of a contract, explicitly or implicitly. The relationship of the University to the student is one governed instead by statutes, rules, and policies established by the California Legislature, the Trustees, the Chancellor, the President and their duly authorized designees. The University Catalog presents information arising from statute, rules, and policies, although the size of the catalog prohibits presentation of all of them. The catalog is issued under the authority of the Chancellor and the President. It is changed and updated by campus course-
curriculum certifications, policy statements, Chancellor's Executive Orders, and "mandatory copy." "Editorial" changes are made in the catalog preparation process described below.

**Catalog Production**

Production of the catalog is carried out in the Curriculum Office. Production schedule information is provided approximately one year in advance of the final deadlines for copy. Format of academic program information is provided separately. The general schedule for production of the University Catalog is shown in Attachment 1.1.

Typographical and content accuracy of catalog copy is the responsibility of the unit contributing it. Thus the departments and programs are responsible to their respective colleges for the production of catalog materials, whether through the curriculum process or written edits.

The authenticity of curricular information provided by departments rests with the Vice Provost for Academic Affairs and Dean of Graduate Studies.

The catalog editor will provide all academic areas with specific instructions concerning the method of making corrections to existing catalog copy. In general, the process is a mix between word-processing and standard editing. The catalog is self-published in the Curriculum Office with a staff of two. It is important, therefore, that the staff not be encumbered with heavy text keyboarding responsibilities, but rather that the ability to import prepared text from departments and other offices be used to best advantage. No changes to the academic requirements of a program may be made as an edit. These are all imported from approved certifications or policy statements. The thumb rule on whether to submit explanatory text via word-processing or by written edit is simply the rule of size. More than one line of text per paragraph should be word-processed; less than one line should be done by hand.

**Roadmaps**

The University is transitioning from printed roadmaps to automated degree planners. Please contact the appropriate advising center for information on completing your degree requirements.

**Program Planners**

Program Planners are advising worksheets for individual academic programs based on the current Catalog. They provide students with a summary of the academic requirements for which they will be held responsible for their "catalog year."

Program Planners are updated each year by the Curriculum Office reflecting the certified curriculum changes from the previous year. A "master copy" is sent to each department. It is the financial responsibility of each department to duplicate as many copies as needed.
**The Schedule of Classes**

The Schedule of Classes is the responsibility of Academic Support and is only published online. It can be viewed at [http://www.csulb.edu/depts/enrollment/registration/class_schedule/index.html](http://www.csulb.edu/depts/enrollment/registration/class_schedule/index.html). It provides a list of University courses to be offered during the specified term. Academic Support/Enrollment Services provides departments with instructions on building the department schedule.

**Department Brochures**

Departments may develop departmental and program brochures, first-contact information flyers, student handbooks and other enrollment management materials used for advisement and clarification of departmental regulations.

Authority for publication of any document describing any University curriculum rests with the Vice Provost for Academic Affairs and Dean of Graduate Studies. Persons involved in the development of these materials should contact the Office of the Vice Provost for Academic Affairs and Dean of Graduate Studies for information regarding statements about the curriculum. The following policies regarding public relations and advisement materials are in force:

All enrollment, graduation, and other numerical or statistical data must be the same as those reported to the Office of the Chancellor, if reported at all. These data are available in the Office of Institutional Research.

All degree and program information must be exactly those given in the University Catalog. Detail of program requirements in departmental brochures should be consistent with the University Catalog or the current Program Planner.

In the production of departmental brochures, no representation of any kind may be made promising or suggesting success, under University auspices or with University assistance, in securing or maintaining employment as a result of enrollment in or completion of the academic program.
## Attachment 1.1 - University Catalog Production Cycle

### From Summer Session to Spring

<table>
<thead>
<tr>
<th>Month</th>
<th>Typical Catalog Production Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Inactive Courses - Initial Report</td>
</tr>
<tr>
<td>October</td>
<td>Non-academic catalog copy edits</td>
</tr>
<tr>
<td>November</td>
<td>Curriculum proposals distributed via email to colleges and departments for University-wide review/challenge</td>
</tr>
<tr>
<td>December</td>
<td>University-wide proposed curriculum three-week challenge period; Formal certification of curriculum proposals</td>
</tr>
<tr>
<td>January</td>
<td>Catalog copy edit distributed to colleges/Departments; Catalog copy edit due from departments to colleges</td>
</tr>
<tr>
<td>February</td>
<td>Catalog copy edit due from colleges to Curriculum Office</td>
</tr>
<tr>
<td>May</td>
<td>Catalog published</td>
</tr>
</tbody>
</table>
Section Two - Program Development and Approval

Overview

The university faces the challenge of maintaining a vital, up-to-date curriculum; serving the needs of our students, the local community, and the state of California; while still operating within its available resources. Some changes can be accomplished by modifications to existing programs. Others require development of new programs to replace those that no longer serve their purpose or in addition to programs already offered. Refer to Attachment 2.1, "Glossary of Program Terms," for a definition of terms used in this section. This section does not address changes in requirements of existing programs or discontinuance of programs. For changes in requirements of existing programs or credentials, see Section 4 - Curriculum. If an existing program or credential is to be discontinued, see Section 3 - Program Discontinuance.

New academic programs may consist of entirely new offerings; of new areas of concentrations, tracks, specializations, emphases, fields, hereafter referred to as sub-options; or of new, structured groupings of existing courses. Any of these may be offered by a single academic area or by two or more disciplinary programs. A defined program indicates that the university has imposed a structure that assures that there is an appropriate combination of breadth and depth in the field. Offering an academic program carries the implied commitment to offer the courses with sufficient frequency so that students may complete the program. Curriculum planning must consider both the question of whether the university should offer the program and the question of whether the university can provide sufficient resources to offer a high-quality program. Academic areas should review existing campus and system policies related to curricular planning and implementation before beginning new program development at the following websites:

CSULB Academic Senate:  
http://www.csulb.edu/divisions/aa/grad_undergrad/senate/policy

CSU website:  http://www.calstate.edu/APP/

Program Characteristics

Curricular programs should possess certain characteristics. These characteristics are used in the evaluation of new programs. Whether a degree program or a sub-option within one, each instructional program must be internally coherent. The aggregation of courses must accomplish more than simply "covering" subjects within the discipline. The course work must establish an interrelated overview of the discipline and its methodology.
The program requirements should build upon and reinforce course work in basic intellectual skills and should take advantage of courses offered in other academic disciplines. The course requirements should be established so that a defined sequence of learning develops from basic and general courses to specific, advanced ones that integrate earlier learning experiences and that provide direction to further advanced study. Graduate programs should build upon strong undergraduate preparation. For undergraduate programs, the program requirements should provide for integration with the General Education program of the university. The pattern of courses and individual course structure must be planned to afford easy incorporation of new developments within the discipline. The course work must establish depth of understanding sufficient so that the student can appreciate the scholarship of the discipline and respond to it by synthesizing new facts, experiences, and opinions including her/his own, or by original research and scholarship. The program must incorporate administrative procedures that provide for the following:

1. Accurate and accessible student advisement
2. Efficient use of physical resources
3. Effective use of faculty expertise and faculty time
4. Efficient and effective communication and record keeping
5. A minimum of five full-time faculty members with the terminal professional degree available to participate in the presentation of a graduate program; a minimum of three full-time faculty members for an undergraduate program.

Baccalaureate Degree Unit Limits

1.0 INTRODUCTION

The purpose of this policy is to establish undergraduate degree unit limits in accordance with California Code of Regulations Title 5, and to create strategies for reducing required units for academic programs. Title 5 requires that all baccalaureate degree programs (with the exception of the Bachelor of Fine Arts, the Bachelor of Music, the Bachelor of Architecture, and the Bachelor of Landscape Architecture) require exactly 120 units. All baccalaureate degree programs are expected to meet this requirement, unless an exception is approved by the Chancellor. This policy is intended to create access to the university for prospective freshmen and community college transfer students while maintaining program accreditation and licensure. Major-specific units may be limited to provide opportunities for students to explore areas beyond those required for GE and their majors.

2.0 MAXIMUM UNITS ALLOWED IN A MAJOR

2.1 For candidates for the Bachelor of Arts degree or the Bachelor of Science degree who are meeting graduation requirements established during or after the 2013-14 academic year, exactly 120 units shall be required,
including at least 40 units in upper-division courses or their equivalent, unless the Chancellor grants an exception.

2.2 For candidates for the Bachelor of Fine Arts degree or Bachelor of Music degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer than 120 units and no more than 132 units, or the limit set in Title 5, shall be required, unless the Chancellor grants an exception.

3.0 MAJOR-SPECIFIC UNITS

3.1 Major-specific units are those units required for the major and not eligible for double counting to satisfy GE requirements.

3.2 Bachelor of Science, Bachelor of Music and Bachelor of Fine Arts degrees must require at least 40 major-specific units.

3.3 Bachelor of Arts degrees must require at least 24 major-specific units.

3.4 Ordinarily, Bachelor of Science degrees may not require more than 70 major-specific units, while Bachelor of Arts degrees may not require more than 54 major-specific units.

3.5 For candidates for the Bachelor of Music degree and the Bachelor of Fine Arts degree, the major may not require more than 70 major-specific units with at least one-fourth of these units devoted to theory and content as distinguished from studio, production, and performance.

3.6 Bachelor’s degrees should be designed so that the major-specific units and GE requirements together fall sufficiently below the units required for a degree to allow unrestricted elective courses to be taken. Optimally, the BS, BM and BFA should include 1-3 unrestricted elective courses; BA degrees should include 6 or more unrestricted elective courses. Major-specific GE patterns may allow some increase in units required in the major as long as unrestricted elective courses are maintained.

4.0 STRATEGIES FOR REDUCING UNITS

4.1 All programs having difficulty meeting the requirements listed above should pursue the following strategies to reduce units required:

4.1.1 Consider consistency of requirements with comparable programs at other institutions;

4.1.2 Request approval for lower division majors-only courses to be eligible for certification to fulfill General Education requirements;

4.1.3 Request an exception to the maximum number of units in the
major that can satisfy General Education requirements;

4.1.4 Request approval to adjust category and unit requirements for General Education. However, all programs are required to include a minimum of 39 units of general education including one 3-unit Writing Intensive Capstone; and,

4.1.5 Request from the Curriculum and Educational Policies Council a recommendation for an exemption from campus-specific degree requirements.

4.2 Programs that have pursued all the above strategies and for which further reduction would jeopardize their accreditation or licensure may request that the Provost’s Office petition the Chancellor for an exception to allow higher unit totals.

5.0 APPROVAL PROCESS

5.1 Adjustments to General Education requirements to meet the Baccalaureate Degree Unit Limits policy must first be approved through the regular department and college curricular approval process and then be submitted to the General Education Governing Committee (GEGC).

5.2 Recommendations from GEGC will be forwarded to the Curriculum and Educational Policy Council.

- Those adjustments approved by the Curriculum and Educational Policy Council will be forwarded to the Provost. If required, adjustments approved by the Provost will be forwarded to the CSU Office of the Chancellor for final approval

Advisory Boards

Whenever possible, departments or programs should create advisory boards to assist the faculty in developing new academic programs and meeting professional and societal needs. Advisory boards typically include prominent members who represent businesses as well as professional, educational, and government agencies. The functions of a board include the following:

1. Providing first-hand information about the needs of the discipline- or program-related community, especially with regard to mid- and long-term curricular planning
2. Providing exposure for the program to wider audiences
3. Providing political expertise and insights in matters affecting the discipline
4. Providing resource support for special events and projects, through endorsements and contributions
5. Facilitating establishment and maintenance of internship opportunities
6. Providing employment opportunities for graduates of the program
Projection of New Degree Programs

Should a department or program want to add a new program onto the CSU master plan, the first step is to prepare a request to project a new program. The request takes the form of a two-to-three page prospectus. Send one copy to the appropriate administrator in the Office of the Provost and one to the Office of Academic Programs and Articulation (AS 124, x. 5-8221). The prospectus must address the following:

1. Need for the program or reason for developing the program, with demonstration of potential demand in the form of market surveys, employer needs, demographic trends, etc. If the new degree program is now offered as an option, the summary should include a brief rationale for the conversion. If the new degree 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 that has potential value to students. If the proposal does not appear to conform to the trustee policy calling for "broadly based programs," an explanation should be provided.

2. How the program fits within the mission and focus of this university, taking into account the university's Strategic Plan and information from reviews of existing or related programs in the area.

3. Regional planning, considering the programs available at other CSU campuses and at UC campuses within the region. If similar programs are available at nearby institutions, why is the program needed at CSULB? How would our program differ from those already available? Go to http://www.calstate.edu/app/programs to view existing programs at other campuses.

4. Are there other curricula offered by the campus, either in the same department or in other departments, that are closely related to the proposed program? If so, give enrollment figures during the past three years in courses or programs closely related to the proposed new program. If a new degree program is being planned in an area where a formal minor, option, or sub-option is offered, how many students are enrolled in the existing program? If a proposed program has substantial similarity or overlap with an existing program, how do the programs differ? Why should the new program be offered by an academic area different from the one offering the existing program? How can students determine which program best suits their needs?

5. If courses in other academic areas are to be used as part of the program, will there be room for students in the courses? Will the courses be offered frequently enough so students can complete the program? How will scheduling be coordinated?

6. Provide estimates of the resources needed to offer the projected program. This estimate must include information about the sources of funds and the
impact on other programs of moving resources to the new program. If additional resources will be required, the summary should indicate the extent of university commitment to allocate them and evidence that decision-making curriculum committees were aware of the sources of resource support when they endorsed the proposal.
The prospectus needs to be accompanied by the following campus form:

- Coversheet for Program Projection, Implementation and Major Program Change (Attachment 2.3)

The prospectus requires the approval of the department chair, college dean, and the appropriate administrator in the Office of the Provost. Campus projections are due to the Office of the Chancellor in January. Projection does not assure that the program will be approved.

**Process for New Program Development and Approval**

There are three different processes for the development of new programs: standard, fast track, and pilot. A detailed description of each of these processes may be found below. Approval of a new program is not automatic at any level. Students must not be told that the program will be available until final approval for implementation has been granted.

**Standard Process**

Upon receipt of approval for projection from the CSU Office of the Chancellor and the addition of the proposed new program onto the CSU master plan, the department or program may prepare a standard proposal requesting a new program. Proposals are to be submitted to the CSU Office of the Chancellor in the academic year preceding projected implementation. It is essential that the proposal conform to the CSU Degree Program Proposal Template. Additional information as well as an electronic copy of the template can be found at the Chancellor's Office Resources page.

The information below, titled “CSU Degree Program Proposal Template,” duplicates the format found on the template.

Departments or programs will need to obtain department, college, and university approval for the proposal. The department or program shall prepare a comprehensive packet of materials including:

- the program proposal in template format, including the Faculty Check List,
- a completed "Coversheet for Program Projection, Implementation and Major Program Change" form (Attachment 2.3), and
- a completed "Proposal for New Program, Degree or Certificate" (Attachment 2.5).
The process is outlined as follows:

1. One paper copy and one electronic copy of the proposal that was approved by the department and college is forwarded to the appropriate administrator in the Office of the Provost and one to the Office of Academic Programs and Articulation (AS 124, x. 5-8221).

2. The proposal is reviewed by both offices and feedback is provided to the proposer.

3. When everything is in order, the appropriate administrator in the Office of the Provost forwards the proposal to the Academic Senate. The document is then passed on to the Curriculum and Educational Policies Council and the University Resource Council for review. Proposers will be invited to discuss their proposals with these councils. Upon recommendation by these councils, the proposed program must be reviewed and approved by the entire senate. Proposers are again invited to discuss their proposals.

4. Upon recommendation by the Academic Senate, the appropriate administrator in the Office of the Provost seeks the president’s approval.

5. The proposing department then sends 5 paper copies and 1 electronic version of the proposal to the appropriate administrator in the Office of the Provost for submission to the CSU Office of the Chancellor.
Process for New Options

The following applies to new Options only. There is a separate section for information about sub-options (concentrations, tracks, specializations, emphases, fields).

In order to propose a new option, the department or program prepares a standard proposal. Proposals are to be submitted using the CSU Degree Program Proposal Template. Additional information as well as an electronic copy of the template can be found at the Chancellor's Office Resources page.

The information on the CSU Degree Program Proposal Template page, duplicates the format found on the template and includes CSULB Notes to assist in preparing the proposal.

Departments or programs will need to obtain department, college, and university approval for the proposal. The department or program shall prepare a comprehensive packet of materials including:

- the program proposal in template format, including the Faculty Check List,
- a completed "Coversheet for Program Projection, Implementation and Major Program Change" form (Attachment 2.3), and
- a completed "Proposal for New Program, Degree or Certificate" (University Research Council (URC) Form).

The process is outlined as follows:

1. One paper copy and one electronic copy of the proposal that was approved by the department and college is forwarded to the appropriate administrator in the Office of the Provost and one to the Office of Academic Programs and Articulation (AS 124, x. 5-8221).
2. The proposal is reviewed by both offices and feedback is provided to the proposer.
3. When everything is in order, the appropriate administrator in the Office of the Provost forwards the proposal to the Academic Senate. The document is then passed on to the Curriculum and Educational Policies Council and the University Resource Council for review. Proposers will be invited to discuss their proposals with these councils. Upon recommendation by these councils, the proposed program must be reviewed and approved by the entire senate. Proposers are again invited to discuss their proposals.
4. Upon recommendation by the Academic Senate, the appropriate administrator in the Office of the Provost seeks the president's approval.
CSU DEGREE PROGRAM PROPOSAL TEMPLATE

The most recent version of the CSU Chancellor's Office Proposal Template for New Degree Programs can be found here: http://www.csulb.edu/divisions/aa/catalog/curr_handbook/section_2/CSU_Proposal_Template_and_Tips_2013.docx

Use the above link for the proposal template. The link includes the template followed by "Tips for Completing a Successful Program Proposal". The following are CSULB Notes to assist in preparing the proposal:

• **When asked for the full and exact degree designation and title**: if this is a request to change a current program, as in "Elevation of an Option or Concentration to a Full Degree Program," list the Current Degree Designation and Title, followed by the Proposed Degree Designation and Title.

• **When asked for a 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**: the proposal should include a statement from the dean and then the appropriate administrator in the Office of the Provost cover letter will serve as endorsement.

• **WASC approval is needed for a Substantive Change**: e.g., when 50% or more of a degree program will be offered via distance learning technology or at a site more than 25 miles from the home campus. Another example is for a structural change: when we want to offer a new degree program (such as the Ed.D.) at a level we have never offered before. Joint doctorates must also go through this process.

• **When asked for "Proposed Classification of Instructional Programs and CSU Degree Program Code (Note: this is optional)"**: The CSU Office of the Chancellor is offering the department the opportunity to select the best-suited codes for reporting purposes, both internally (CSU Degree Program Code) and on a national level (CIP Code). The CSU Degree Program Codes are already paired with a CIP code as referenced on the Program Code chart accessed in the template, but if you are not satisfied with the choices available on that chart, you may be able to be more specific with the CIP code. If you select a new CIP code, the CSU Office of the Chancellor will assign an appropriate Program Code to go with it. If you choose not to select codes, then it will be done for you at the CSU Office of the Chancellor. If you need assistance with either code list, contact the Office of Academic Programs and Articulation (AS 124, x. 5-8221).

• **Under the heading "Existing Support Resources for the Proposed Degree Major Program"**: For all proposed undergraduate degree programs, a minimum of three full-time faculty members with the appropriate terminal degree
should be on the program staff. A CV is not needed.
Fast Track Process

In the standard proposal process, a campus must submit for trustee approval a proposed degree projection on the campus academic plan and, subsequent to trustee approval of the projection, the campus may begin developing a degree proposal that will be submitted to the Office of the Chancellor for system-level review and approval. In the standard process, proposals are to be submitted in the academic year preceding planned implementation.

The fast-track process shortens the time to implementation by allowing proposals to be submitted at the same time that the projection is proposed to the trustees. Fast-track proposals still undergo system-level review, and the fast-track does not move the proposal through an expedited review process either on campus or at the system level. Only new degree programs are eligible for fast-track; degree options, certificates, minors, and sub-options do not qualify. To be proposed via fast-track, a degree program must meet all the following six criteria:

1. can be offered at a high level of quality by the campus within the campus’ existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;

2. is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or is currently offered as an option or sub-option that is already recognized and accredited by an appropriate specialized accrediting agency;

3. can be adequately housed without a major capital outlay project;

4. is consistent with all existing state and federal law and trustee policy;

5. is either a bachelor's or master's degree program; and

6. has been subject to a thorough campus review and approval process.

If the new program request meets all of the fast track process criteria, then a statement detailing why the proposal merits fast-track consideration should be prepared. The department or program shall prepare a comprehensive packet of materials including:

- the program proposal in template format, including the Faculty Check List,
- a fast-track statement,
- a completed "Coversheet for Program Projection, Implementation and Major Program Change" form (Attachment 2.3), and
- a completed "Fast-Track Proposal for New Degree" form (Attachment 2.6).
**Pilot Development Process**

In support of the CSU tradition of experimentation in the planning and offering of degree programs, trustee policy states that a limited number of proposals that meet pilot program criteria may be implemented as five-year "pilot programs" without prior review and comment by the Office of the Chancellor or CPEC. Only new degree programs are eligible for pilot status; degree options, certificates, minors, and sub-options do not qualify. To qualify, pilot degree programs must meet all of the following six criteria:

1. can be offered at a high level of quality by the campus within the campus’ existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;

2. is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or is currently offered as an option or sub-option that is already recognized and accredited by an appropriate specialized accrediting agency;

3. can be adequately housed without a major capital outlay project;

4. is consistent with all existing state and federal law and trustee policy;

5. is either a bachelor’s or master’s degree program; and

6. has been subject to a thorough campus review and approval process.

Departments or programs wishing to gain approval for a pilot program need to conform to the following:

1. Prior to implementation, the campus is obligated to a) notify the CSU Office of the Chancellor of plans to establish the program, b) to provide a program description and list of curricular requirements, and c) confirm that each of the six pilot criteria apply to the pilot program.

2. Although CSU Office of the Chancellor approval is not required, a pilot program must be acknowledged by the CSU Office of the Chancellor before the program is implemented.

3. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.

4. The CSU Office of the Chancellor will notify CPEC.

A pilot program is authorized to operate only for five years. If no further action is taken by the end of the five years, no new students may be admitted to the pilot program. In the event of the termination of a pilot program, the campus must make
appropriate arrangements to allow students already enrolled to complete the program. The department or program shall prepare a comprehensive packet of materials including:

- the program proposal in template format, including the Faculty Check List,
- a pilot program statement,
- a completed "Coversheet for Program Projection, Implementation and Major Program Change" form (Attachment 2.3),
- a completed "Proposal for Implementing New Degree, Option, Certificate or Minor" form (Attachment 2.5), and
- complete catalog copy.

**Pilot Conversion Procedures**

For a pilot program to continue beyond the five-year limit, the department or program must prepare a standard proposal using the CSU Office of the Chancellor template to convert the program from a pilot to regular status. To qualify for conversion to regular program status and approval to continue to operate indefinitely, all of the following conditions must be met:

1. The campus committed the resources necessary to maintain the program beyond five years.
2. A thorough program evaluation (including an onsite review by one or more external experts in the field) showing 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.
3. Approval by the CSU Office of the Chancellor, Board of Trustees and, as appropriate, by CPEC.

The department or program shall prepare a comprehensive packet of materials including:

- the program proposal in template format, including the Faculty Check List,
- a completed "Coversheet for Program Projection, Implementation and Major Program Change" form (Attachment 2.3),
- a completed "Proposal for Implementing New Degree, Option, Certificate or Minor" (Attachment 2.5), and
- a copy of the program review.

**Process for New Sub-options**

While concentrations, tracks, specializations, emphases, fields will be internally coherent, they do not by themselves provide sufficient breadth of study to be identified as options. Normally, these aggregates constitute much less than 50% of the coursework required for the degree major and no mention is made of them on a student transcript. Therefore, a curriculum certification, using a Program Change
form, is all that is necessary to create a new sub-option. See Section 4 - Curriculum for details on the curriculum process.
Minors and Certificates

Campuses have the authority to approve the implementation of minors and certificates without system oversight. Proposals for minors and certificates should use our campus-edited version of the CSU Degree Program Proposal Template. The original CSU template has been modified for minors and certificates by excluding information that does not apply to such programs. The template at http://www.csulb.edu/divisions/aa/catalog/curr_handbook/section_2/minor_cert_template.doc

Departments or programs will need to obtain department, college, and university approval for the proposal. The department or program shall prepare a comprehensive packet of materials including:

- the program proposal in template format,
- a completed "Coversheet for Program Projection, Implementation and Major Program Change" form (Attachment 2.3), and
- a completed "Proposal for Implementing New Degree, Option, Certificate or Minor" (Attachment 2.5).

The process is outlined as follows:

1. One paper and one electronic copy of the proposal that was approved by the department and college is forwarded to the appropriate administrator in the Office of the Provost and one to the Office of Academic Programs and Articulation (AS 124, x. 5-8221).
2. The proposal is reviewed by both offices and feedback is provided to the proposer.
3. When everything is in order, the appropriate administrator in the Office of the Provost forwards the proposal to the Academic Senate. The document is then passed on to the Curriculum and Educational Policies Council and the University Resource Council for review. Proposers will be invited to discuss their proposals with these councils. Upon recommendation by these councils, the proposed program must be reviewed and recommended by the entire senate. Proposers are again invited to discuss their proposals.
4. Upon recommendation by the Academic Senate, the appropriate administrator in the Office of the Provost seeks the president's approval.
Honors in the Major

For complete information on the University Honors Program, see Policy Statement 08-12 (Attachment 2.10) at the back of this section. Use the honors coversheet (Attachment 2.7) for proposed honors programs and honors curriculum forms for new honors courses (Attachments 2.8 and 2.9). Honors programs and courses will not appear in the proposed curriculum document during the challenge period but will appear in the formal certification to facilitate data entry. Proposed honors programs and courses must be approved by:

1. Department Curriculum Committee
2. Department Chair
3. College Curriculum Committee
4. University Honors Program Director (following consultation with the Honors Advisory Council)

Title Change of Existing Degree Program or Credential

The Vice Provost for Academic Affairs and Dean of Graduate Studies will determine whether a title change to an existing program can be considered minor. If so, an approval memo will be distributed.

In most instances, changing the title of a degree program or credential will require campus and system-wide approval. What may seem to be a simple change in title may be viewed as a new degree. For example, a change from a B.A. to a B.S. or an M.A. to an M.S., or vice versa, is actually a new degree. Consult with Academic Programs and Articulation (AS-124, x.5-8221) to determine if the proposed program title change requires campus or system-level approval.

In general, any change to the main degree title (e.g., B.A. in English) will require campus and system-wide approval following the guidelines in the degree title change link below.

A change to an existing Option title will be processed and approved on campus. The exact process for a change to an option title will be determined based on whether the change is considered minor.

For further information on a title change, go to:
http://www.calstate.edu/app/documents/program_modification/degree_title_changes.pdf

For further information on a degree designation change, go to:
http://www.calstate.edu/app/documents/program_modification/degree_designation_changes.pdf
When campus approval is required, in addition to the proposal information, please submit the University Resources Council (URC) form "Proposal for Program, Degree or Certificate Name Change."

**New Credential Programs, Major Revisions to Existing Credential Programs, and all Matters of Policy Relating to Credential Programs**

- If the Commission on Teacher Credentialing or the CSU Chancellor's Office mandates requirement changes or a change in a credential title, the following steps do not need to be addressed. Submit a copy of the CTC letter showing the changes needed to the Curriculum Office.

- For a proposal requesting a New Credential Program, develop a proposal using the Commission on Teacher Credentialing educator preparation program Standards of Quality and Effectiveness found at www.ctc.ca.gov. Submit it to the levels of review listed below in the appropriate category, along with supporting documentation, for review and comment/approval. Use the CSU Degree Program Proposal Template. Additional information as well as an electronic copy of the template can be found at [http://www.calstate.edu/APP/](http://www.calstate.edu/APP/).

- For a proposal requesting Major Revisions to an Existing Credential Program, fill out the curriculum form titled "Program Change" and submit it, along with supporting documentation, to the levels of review listed below.

- For a proposal requesting a change of credential policy that will appear in the Catalog, follow the Major Revisions to an Existing Credential Program procedures using the curriculum form titled "Program Change." Submit the proposal, along with supporting documentation, to the levels of review listed below.

**Pre-Professional: Subject Matter Preparation for Single Subject Teaching**

- Subject Matter Program Committee
- University Single-Subject Teacher Education Committee
- Relevant Department Curriculum Committee
- Relevant College Curriculum Committee
- Academic Senate
- President
- Provost and Senior Vice President for Academic Affairs
- Commission on Teacher Credentialing

**Pre-Professional: Subject Matter Preparation for Multiple Subject Teaching**

- Liberal Studies Curriculum Committee
- College of Education Curriculum Committee
- Academic Senate
- President
- Provost and Senior Vice President for Academic Affairs
Professional Program: Single Subject Credential, Multiple Subject Credential, or Designated Subjects Credential

- University Single Subject Teacher Education Curriculum Committee (Single Subject) or Teacher Education Department Curriculum Committee (Multiple Subject) or Professional Studies Department Curriculum Committee (Designated Subjects)
- College of Education Curriculum Committee (Single and Multiple Subject)
- College of Health and Human Services Curriculum Committee (Designated Subjects)
- Academic Senate
- President
- Provost and Senior Vice President for Academic Affairs
- Commission on Teacher Credentialing

Professional Program: Specialist Credential

- Department Curriculum Committee
- Respective College Curriculum Committee in the College of Education or College of Health and Human Services
- Academic Senate
- President
- Provost and Senior Vice President for Academic Affairs
- Commission on Teacher Credentialing

Professional Program: Service Credential

- Department Curriculum Committee
- Respective College Curriculum Committee in the College of Education or College of Health and Human Services
- Academic Senate
- President
- Provost and Senior Vice President for Academic Affairs
- Commission on Teacher Credentialing

Minor Credential Revisions and Supplementary Authorizations

For requesting minor revisions or changes of supplementary authorizations to an existing credential, fill out the curriculum form titled "Program Change" and submit it to the following levels of review.

Pre-Professional: Subject Matter Preparation for Single Subject Teaching
• Subject Matter Program Committee
• The University Single-Subject Teacher Education Committee
• Relevant Department Curriculum
• Relevant College Curriculum Committee
• Commission on Teacher Credentialing
• Curriculum Office
• Curriculum 15-Day Challenge Period
• Formal Certification
Pre-Professional: Subject Matter Preparation for Multiple Subject Teaching

- Liberal Studies Department Curriculum Committee
- College of Education Curriculum Committee
- Commission on Teacher Credentialing
- Curriculum Office
- Curriculum 15-Day Challenge Period
- Formal Certification

Professional Program: Single Subject Credential, Multiple Subject Credential, or Designated Subjects Credential

- University Single-Subject Teacher Education Curriculum Committee (Single Subject) or Teacher Education Department Curriculum Committee (Multiple Subject) or Professional Studies Department Curriculum Committee (Designated Subjects)
- College of Education Curriculum Committee (Single or Multiple Subject)
- College of Health and Human Services Curriculum Committee (Designated Subjects)
- Commission on Teacher Credentialing
- Curriculum Office
- Curriculum 15-Day Challenge Period
- Formal Certification

Professional Program: Specialist Credential

- Department Curriculum Committee
- Respective College Curriculum Committee in the College of Education or College of Health and Human Services
- Commission on Teacher Credentialing
- Curriculum Office
- Curriculum 15-Day Challenge Period
- Formal Certification
Professional Program: Service Credential

- Department Curriculum Committee
- Respective College Curriculum Committee in the College of Education or College of Health and Human Services
- Commission on Teacher Credentialing
- Curriculum Office
- Curriculum 15-Day Challenge Period
- Formal Certification
Section Two - Attachment 2.1 - Glossary of Program Terms

Degree


Degree Program

Defined as the sum of: (1) General Education course requirements (undergraduate degrees only), (2) other University course requirements, (3) those courses required for the degree major program of studies (both within and outside of the discipline), and (4) electives. Degree programs vary in the total number of units required according to Title 5 (see Attachment 2.2).

Degree Major

Defined as the sum of coursework necessary to establish (1) an understanding of the breadth of the body of knowledge in a discipline, or of several disciplines in interdisciplinary programs, (2) competence in the fundamental skills and methodologies of the discipline(s), and (3) understanding and skill at an appropriate depth in various aspects of the body of knowledge. Items (1) and (2) may be thought of as the "core" of the major.

Degree Major Option

Defined as a course of studies in which coursework required to establish understanding in depth in the named aspect or sub-disciplinary area normally exceeds 50% of the total coursework for the general major. In undergraduate programs there should be a common core of at least five courses. For graduate programs there should be a common core of at least three courses.

Concentrations, Tracks, Specializations, Emphases, Fields (Sub-options), and other aggregations of courses not specifically called options

All less extensive than degree options. Each such aggregation treats an area within a degree or degree/option program in some depth. While such aggregates will be internally coherent, they do not by themselves provide sufficient breadth of study to be identified as options. Normally, these aggregates constitute much less than 50% of the coursework required for the degree major. No mention is made of them on a student transcript.

Minor

Defined as an aggregate of at least 15 units of coursework, as specified by the department or program, at least six of which must be upper-division. The minor
may be in a single subject or interdisciplinary. Students may not declare or receive a minor in the same subject as the major, and the major and minor may not have the same title. The description of each minor shall have a statement listing all majors, if any, which may not be combined with that particular minor. The minimum overall GPA in courses toward the minor is 2.0. A minimum of six units of coursework toward the minor must be taken at CSULB. A minor can only be taken by a CSULB undergraduate and must be completed with the rest of the degree. Although one major may require a minor in another discipline, a minor is not generally required for graduation.

Certificate

Defined as a thematic grouping of courses from one or more disciplines, which define a significant educational accomplishment in an area other than the degree major or option. Both an undergraduate and graduate certificate are comprised of at least 18 units of coursework, but normally more. Undergraduate certificates are awarded only concurrently with or subsequent to a baccalaureate degree. Graduate certificates are awarded only subsequent to a baccalaureate degree. See Policy Statement 85-08 (Attachment 2.11) for specific criteria.

Credential

Defined as a specific aggregate of courses, completion of which is sufficient for licensing by the State of California to teach (or perform specific professional tasks) in the public school systems. No specific unit requirements are given for credentials generally; usually the curricular requirements are noted in the governing legislation as "competencies."

Sub-options

Defined as areas of concentrations, tracks, specializations, emphases, fields (see definition above).

New Academic Programs

Defined as new degree majors, new options within existing degree majors, new minors, new certificates, sub-options within existing programs and other aggregates of courses where a defined competency is intended.

Abbreviated Curriculum Vitae

Defined as a CV that contains education information, work history, teaching expertise, and selected recent scholarships.

Course Syllabi
Refer to Policy Statement 11-07 (Attachment 4.6). A model syllabus has been prepared by the Faculty Center for Professional Development and is available on the Center's website: http://www.csulb.edu/centers/fcpd/.
## Unit Characteristics of Programs

### Degree and Degree Option Programs

<table>
<thead>
<tr>
<th>Type:</th>
<th>BA</th>
<th>BS</th>
<th>BS</th>
<th>BFA</th>
<th>BM</th>
<th>MA</th>
<th>MS</th>
<th>Mprof</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Units</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>30</td>
<td>30-36</td>
<td>30-60</td>
</tr>
<tr>
<td>Upper-Division (min.)</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
<td>70%</td>
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<td>(Policy min.)</td>
<td></td>
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<td>70%</td>
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<tr>
<td>(Graduate level units min.)</td>
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<td></td>
<td></td>
<td>21</td>
<td>21</td>
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<tr>
<td>General Education (min.)</td>
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<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Major Units (min.)</td>
<td>24</td>
<td>36</td>
<td>36</td>
<td>70*</td>
<td>70*</td>
<td></td>
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<tr>
<td>Major Units U.D. (min.)</td>
<td>12</td>
<td>18</td>
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</table>

*Maximum

**Certificate Programs** *(See CSULB Policy Statement 85-08, Attachment 2.11)*

<table>
<thead>
<tr>
<th>Type:</th>
<th>Undergraduate</th>
<th>Graduate</th>
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</thead>
<tbody>
<tr>
<td>Total Units (minimum)</td>
<td>18***</td>
<td>18</td>
</tr>
<tr>
<td>Upper-Division</td>
<td>15 (upper div.)*</td>
<td>12 (500-600 level)</td>
</tr>
</tbody>
</table>

***24-27 usually required at CSULB

**Minors**

| Total Units (minimum)        | 15            |
| Upper-Division Units (minimum) | 6       |

*(See Title 5, Article 40500)*
ATTACHMENT 2.3

Coversheet for Program Projection, Implementation and Major Program Change

Check one:  ( ) Projection  
( ) Implementation

Check one:  ( ) New degree  
( ) New degree and option(s)  
( ) New option for existing degree  
( ) Elevation of option or concentration to a full degree  
( ) Pilot program conversion to regular status  
( ) New minor  
( ) New certificate  
( ) Title change to program  
( ) Major proposed changes to degree, option or minor

Check one:  ( ) Consider for Fast Track (ONLY for new degrees, not options)  
(Additional documentation required; see Section 2, p. 8-9)  
( ) Consider for Pilot Program (ONLY for new degrees, not options)  
(Additional documentation required; see Section 2, p. 9-10)

Proposed Name of Program: ____________________________________________

Department/Program Proposing Program: ________________________________

Department Chair/Program Director: ________________________________

Office Location: ________________ Campus Extension: __________
ATTACHMENT 2.3 (con't.)

Review and Approval

1. Department/Program Approval:
   
   Curriculum Chair: __________________________ Date: __________
   
   Department Chair/Program Director: _______________ Date: __________

2. College Approval:
   
   Curriculum Chair: __________________________ Date: __________
   
   Dean/Designee: __________________________ Date: __________

3. Academic Affairs Review:
   
   Reviewed for Projection: __________________________ Date: __________
   
   Reviewed for Implementation: __________________________ Date: __________

4. U.R. Council: ____ Not Applicable  ____ Approved  ____ Not Approved
   
   Chair: __________________________________________ Date: __________
   
   C.E.P. Council: ____ Not Applicable  ____ Approved  ____ Not Approved
   
   Chair: __________________________________________ Date: __________

5. Academic Senate: ____ Not Applicable  ____ Approved  ____ Not Approved
   
   Chair: __________________________________________ Date: __________

6. Academic Affairs:  ____ Approved  ____ Not Approved
   
   Vice Provost for Academic Affairs: __________________________ Date: __________
   
   Entered on Campus Master Plan (Date): __________________________
   
   Proposed Implementation Date: __________________________
   
   Actual Implementation Date: __________________________
ATTACHMENT 2.4

University Resources Council

Proposal for Projecting New Degree, Option, Certificate or Minor

Initiating Department(s): ________________________________

College(s): __________________________________________

Name of Proposed Program: ____________________________

Contact Person(s): ______________________ Phone: ________

Number of new course sections required by the Proposed Program: _____________

Estimated enrollment in new course sections: ________________

Expected Total FTES in Program: __________________________

Staffing Needs for Program (in FTEF): ____________________

Space Needs for Program (Classrooms): ____________________

OE&E Needs for Program (in Dollars) ______________________

Release Time Needs in FTEF: ______________________________

  Purpose of Release Time: ________________________________

  _____________________________________________________

  Clerical Support for Program (Positions): _________________

Other Support for Program (Dollars): ______________________

  Types of Other Support: _________________________________

  _____________________________________________________

Library Resources required: ______________________________

  ____________________________________________________________________

  ____________________________________________________________________

  ____________________________________________________________________
ATTACHMENT 2.4 (con't.)

Financial Impact on Other Programs:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Additions, Deletions and other Changes in Existing Programs:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Potential Use of non-State Funds:

Source: __________________________ Area of Use: __________________________

Continuity (Expected length of support in Years): __________________________
ATTACHMENT 2.5

University Resources Council

Proposal for Implementing New Degree, Option, Certificate or Minor

Initiating Department(s): ____________________________

College(s): _______________________________________

Name of Proposed Program: __________________________

Contact Person(s): ___________________________ Phone: ______________

Courses Required by the Proposed Program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>When First Offered (Year)</th>
<th>Frequency F &amp; S</th>
<th># of Sections (Total)</th>
<th>Current AY Enrollment (#)</th>
<th>Projected Enrollment (#)</th>
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</thead>
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</table>

Expected Total FTES in Program: ____________________________

Staffing Needs for Program (in FTEF): _________________________

Space Needs for Program (Classrooms): _________________________

OE&E Needs for Program (in Dollars): _________________________

Release Time Needs in FTEF: _________________________________

Purpose of Release Time: _________________________________

CSULB Curriculum Handbook - Revised: 06/30/16
ATTACHMENT 2.5 (con’t.)

Library Support Required: __________________________________________

_______________________________________________________________

_______________________________________________________________

Clerical Support for Program (Positions): ____________________________

Other Support for Program (Dollars): ________________________________

Types of Other Support: __________________________________________

_______________________________________________________________

Financial Impact on Other Programs: _________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Additions, Deletions and other Changes in Existing Programs: ____________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Potential Use of non-State Funds:

Source: ___________________________ Area of Use: ____________________

Continuity (Expected length of support in Years): ____________________
ATTACHMENT 2.6

University Resources Council

Fast-Track Proposal for New Degree

Initiating Department(s): ________________________________

College(s): _________________________________________

Name of Proposed Program: ____________________________

Contact Person(s): ___________________ Phone: _____________

Courses Required by the Proposed Degree

<table>
<thead>
<tr>
<th>Course Number</th>
<th>When First Offered (Year)</th>
<th>Frequency F &amp; S</th>
<th># of Sections (Total)</th>
<th>Current AY Enrollment (#)</th>
<th>Projected Enrollment (#)</th>
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</tbody>
</table>

Expected Total FTES in Program: ____________________________

Staffing Needs for Program (in FTEF): _______________________

Space Needs for Program (Classrooms): _______________________

OE&E Needs for Program (in Dollars): _________________________

Release Time Needs in FTEF: _______________________________

Purpose of Release Time: _________________________________

_________________________________________________________
ATTACHMENT 2.6 (con’t)

Library Support Required: __________________________________________
________________________
________________________

Clerical Support for Program (Positions): ______________________________

Other Support for Program (Dollars): _________________________________

Types of Other Support: ____________________________________________

Financial Impact on Other Programs: _________________________________

Additions, Deletions and other Changes in Existing Programs:

Potential Use of non-State Funds:

Source: ___________________________ Area of Use: ____________________

Continuity (Expected length of support in Years): ________________________
ATTACHMENT 2.7

Coversheet for Honors in the Major Program

( ) Proposed
( ) Discontinuance

Name of Honors in the Major: ________________________________________________

College: _________________________________________________________________

Department/Program: ______________________________________________________

Department Chair/Program Director: _________________________________________

Office Location: _________________________ Campus Extension: ________

Review and Approval

1. Department Curriculum Committee Chair: _________________ Date: ______

2. Department Chair: ________________________________ Date: ______

3. College Curriculum Committee Chair: ________________ Date: ______

4. Director of University Honors Program: ________________ Date: ______

5. Vice Provost (information only): ________________________ Date: ______
ATTACHMENT 2.8

**HONORS COURSE – NEW – LOWER DIVISION**

Please type complete 7-line course description per the guidelines below - delete this field.

```
===============================================================================
Course Catalog Guidelines:
Line 1 – Catalog Title Line – Asterisk; Prefix; Course Number with period; Course Title; Units in parentheses
Line 2 – Short Title Line – Max 30 spaces or leave blank for Enrollment Services to provide Short Title
Line 3 – Prerequisite(s): and Corequisite(s):
Line 4 – Course Description – forty words maximum
Line 5 – Course Supplemental Information – Grading, Repetition, Fees, Multiple Offering
(Double space between lines 5 and 6)
Line 6 – Classification – Units @ Classification
Line 7 – Articulation Statement

Example:
*ART 243B. Advanced Wheel Throwing (3)
Advanced Wheel Throw
Prerequisites: ART 241B or consent of instructor.
Advanced studies in ceramic form employing the potter’s wheel.
Letter grade only (A-F). Course fee may be required. (6 hours activity)
3 units @ C-7
Articulation wanted, transfer course may meet goals.

Please fill out the following information.

**REPLACEMENT** – Is this new course replacing an existing course in degree requirements? Select an option:
If “yes”, which course will it replace? Prefix and Course Number:

**GRADING** – (Delete all but the appropriate information. If ‘Letter grade only (A-F)’ or ‘Credit/No Credit grading only’, include in supplemental information on Line 5.)
Letter grade only (A-F).
Credit/No Credit grading only.
Both grading options.
RP - Report in Progress. (For courses requiring multiple enrollment beyond one academic term.)

**COURSE REPETITION** – (Delete all but the appropriate information. If course "may be repeated," fill in the blank to reflect appropriate units and include in supplemental information on Line 5.)
Not applicable.
May be repeated to a maximum of _ units in different semesters.
May be repeated to a maximum of _ units in the same semester.
May be repeated to a maximum of _ units, with different topics in different semesters.
May be repeated to a maximum of _ units, with different topics in the same semester.

**COURSE FEES** - (Delete all but the appropriate information. If fee has been approved, include in supplemental information on Line 5. If initiating a new course fee, please attach the approved “Request to Establish a Course Fee” form.)
Not applicable.
Course fee may be required.

**MULTIPLE OFFERING (CROSS-LISTING)** - (Delete all but the appropriate information. If cross-listed, include in supplemental information on Line 5. Notify other participating department of change. To request cross-listing, the same GE status must already be established.)
Not applicable.
Same course as:
```
UNITS/CLASSIFICATION –

- units at □ C or □ S (1st shaded box: units, outlined square: C or S, 2nd shaded box: classification)
- and unit at C
- and unit at S

(If units or classification is changing, include the new classification on Line 6. If contact hours exceed units, include that information in supplemental information on Line 5 – ex. “Lecture 2 hours, Lab 4 hours”)

ARTICULATION – (Delete all but the appropriate information. Include chosen articulation statement on Line 7. For a new articulation request or if review is required, staple a standard course outline to this form.)

Articulation wanted, transfer course may meet goals.
No articulation, transfer course does not meet goals.
Number change, no articulation review is necessary.
Title change, no articulation review is necessary.
Prefix change, no articulation review is necessary.
Minimal description change, no articulation review is necessary.
Major content change, articulation review required.
Units decreasing, no articulation review is necessary.
Units increasing, articulation review required.
Articulation ends.

SPECIAL BEGIN DATE (later than default, type double spaced after supplemental information)
SPECIAL END DATE (type double spaced after supplemental information)

DEFAULTS: July submissions effective following Spring – December submissions effective following Fall

*****************************************************************************

*******
Recommended:

______________________________  ____________
Dept. Curriculum Committee Chair  Date  Department Chair  Date

______________________________  ____________
College Curriculum Committee Chair  Date  University Honors Program Director  Date

______________________________  ____________
Vice Provost and Dean for Graduate Studies  Date

FILENAME:
Filename Format: Course Prefix (2-4 spaces) A (for NEW Course) Number (include suffix) . (a period) College Abbreviation (3 or 4 spaces) - Example: ENGLA270H.CLA

CSULB Curriculum Handbook - Revised: 06/30/16
ATTACHMENT 2.9

HONORS COURSE – NEW – UPPER-DIVISION/GRADUATE

Please type complete 6-line course description per the guidelines below - delete this field.

========================================

Course Catalog Guidelines:

<table>
<thead>
<tr>
<th>Line 1</th>
<th>Catalog Title Line – Asterisk; Prefix; Course Number with period; Course Title; Units in parentheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2</td>
<td>Short Title Line - Max 30 spaces or leave blank for Enrollment Services to provide Short Title</td>
</tr>
<tr>
<td>Line 3</td>
<td>Prerequisite(s): and Corequisite(s):</td>
</tr>
<tr>
<td>Line 4</td>
<td>Course Description – forty words maximum</td>
</tr>
<tr>
<td>Line 5</td>
<td>Course Supplemental Information – Grading, Repetition, Fees, Multiple Offering (Double space between lines 5 and 6)</td>
</tr>
<tr>
<td>Line 6</td>
<td>Classification – Units @ Classification</td>
</tr>
</tbody>
</table>

Example:

*ART 343B. Advanced Wheel Throwing (3)
Advanced Wheel Throw
Prerequisites: ART 241B or consent of instructor.
Advanced studies in ceramic form employing the potter’s wheel.
Letter grade only (A-F). Course fee may be required. (6 hours activity)
3 units @ C-7

Please fill out the following information.

REPLACEMENT – Is this new course replacing an existing course in degree requirements? Select an option: If "yes", which course will it replace? Prefix and Course Number:

GRADING – (Delete all but the appropriate information. If 'Letter grade only (A-F)' or 'Credit/No Credit grading only', include in supplemental information on Line 5.)
Letter grade only (A-F).
Credit/No Credit grading only.
Both grading options.
RP - Report in Progress. (For courses requiring multiple enrollment beyond one academic term.)

COURSE REPETITION – (Delete all but the appropriate information. If course "may be repeated," fill in the blank to reflect appropriate units and include in supplemental information on Line 5.)
Not applicable.
May be repeated to a maximum of _ units in different semesters.
May be repeated to a maximum of _ units in the same semester.
May be repeated to a maximum of _ units, with different topics in different semesters.
May be repeated to a maximum of _ units, with different topics in the same semester.

COURSE FEES - (Delete all but the appropriate information. If fee has been approved, include in supplemental information on Line 5. If initiating a new course fee, please attach the approved “Request to Establish a Course Fee” form.)
Not applicable.
Course fee may be required.

MULTIPLE OFFERING (CROSS-LISTING) - (Delete all but the appropriate information. If cross-listed, include in supplemental information on Line 5. Notify other participating department of change. To request cross-listing, the same GE status must already be established.)
Not applicable.
Same course as:
**UNITS/CLASSIFICATION**

units at □ C or □ S

and unit at C

and unit at C

(1st shaded box: units, outlined square: C or S, 2nd shaded box: classification)

(If units or classification is changing, include the new classification on Line 6. If contact hours exceed units, include that information in supplemental information on Line 5 – ex. "Lecture 2 hours, Lab 4 hours")

**SPECIAL BEGIN DATE** (later than default, type double spaced after supplemental information)

**SPECIAL END DATE** (type double spaced after supplemental information)

**DEFAULTS:** July submissions effective following Spring – December submissions effective following Fall

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Recommended:

______________________________________________________________________________

Dept. Curriculum Committee Chair Date Department Chair Date

______________________________________________________________________________

College Curriculum Committee Chair Date University Honors Program Director Date

______________________________________________________________________________

Curriculum and Educational Date Associate Vice President, Policies Council Date Academic Affairs

FILENAME:

Filename Format: Course Prefix (2-4 spaces) A (for NEW Course) Number (include suffix) . (a period) College Abbreviation (3 or 4 spaces) - Example: ENGLA270H.CLA
ATTACHMENT 2.10

California State University, Long Beach

Policy Statement

08-12
April 9, 2008

University Honors Program

(This policy supersedes Policy Statement 82-09 and 00-08)

This revised policy was recommended by the Academic Senate on March 27, 2008 and approved by the President on April 8, 2008.

The University Honors Program exists to meet the needs of high-performing students who want an enriched undergraduate program. It offers three options.

General Honors Plan I (minimum of 24 units) is designed for entering freshmen and consists of a minimum of 18 units of lower- and upper-division honors courses (which must include UHP 100 and 150) and a culminating 6-unit active learning project requiring a reflective component in the student’s major (UHP 496 and UHP 498). Active learning project options include: performance, exhibition, study abroad, community-based learning, research/creative project (thesis), or internship.

General Honors Plan II (minimum of 15 units) is designed for upper-division transfers from community colleges and consists of nine units of upper-division honors courses and a culminating 6-unit active learning project requiring a reflective component in the student’s major (UHP 496 and UHP 498). Active learning project options include: performance, exhibition, study abroad, community-based learning, research/creative project (thesis), or internship.

Honors in the Major (minimum of 9 units) consists of a minimum of one upper-division honors-specific course in the student’s major department and a culminating 6-unit active learning project (courses in the major department equivalent to UHP 496 and UHP 498). Students in General Honors whose major department offers an Honors in the Major Program may apply to participate in both programs, in which case the General Honors active learning project would be satisfied through the Honors in the Major option.

Admission. Admission to the University Honors Program is based upon high school grade-point average, SAT or ACT scores, community college or CSULB grades, and faculty recommendations, as appropriate. Admission standards are designed to restrict participation in the program to the top 10 percent of CSULB students. Students who fail to maintain a cumulative GPA of at least 3.00 will be withdrawn from the program. Also, students who fail to register for courses in the General Honors Program for two consecutive semesters will be withdrawn from the program.

Approval of Courses. The identification and staffing of courses to be offered as a part of General Education for students taking General Honors are decisions made by the director of the University Honors Program, following consultation with the Honors Advisory Council. Proposals for Honors in the Major and the creation of honors-specific courses other than UHP must be approved by (1) the department curriculum committee and department chair; (2) the college curriculum committee; and (3) the director of the University Honors Program, following consultation with the Honors Advisory Council. The management and staffing of the senior Active Learning Project must be approved by the department curriculum committee and department chair of the student’s major, as well as by the director of the University Honors Program.
Definition of Honors Courses. Honors courses are different from most undergraduate offerings both in content and in the way they are taught. Honors courses are designed to be more demanding; they include a heavier emphasis on theory and/or address more complex issues. The assigned readings are normally scholarly works, both books and articles, rather than textbooks. Class time is devoted to discussions designed to give students the opportunity for independent interpretation and analysis. The emphasis is on written papers or projects, not standardized testing. Assignments are constructed to accommodate individual student interests and concerns. In short, the presumption is that students in the University Honors Program are able to embark on more challenging and creative assignments, are less dependent upon the assistance of their instructors in understanding assigned readings, and are motivated to function at a more advanced stage of critical analysis when considering the validity of a given work.

Definition of Senior/Active Learning Project. The senior project/portfolio is intended to provide the opportunity for personal intellectual growth. It can take the form of an original research or creative effort or it can incorporate study abroad, community-based learning, or an internship component. It can also be a project that is demonstrated, performed, or exhibited. Accordingly, the form that the research/preparation (UHP 496) and writing/demonstration/performance/exhibition (UHP 498) may take will vary with the student’s major. The end product will be either a scholarly paper, a performance, or an exhibition. A performance or an exhibition must be accompanied by a reflective written component. The director of the University Honors Program will determine the appropriate format for the senior active learning project in consultation with the faculty member supervising the student’s work.

Advisory Council. The University Honors Program shall have an Advisory Council composed of the director (ex officio, non-voting); a designee of the provost (ex officio, non-voting); eight members of the faculty, two from the College of Liberal Arts and one from each of the other colleges, selected by the respective college councils, preferably from among faculty who have taught in the program or supervised senior active learning projects; and two students, one seeking General Honors and one seeking Honors in the Major, selected by the faculty members of the Advisory Council. Terms shall be for two years in the case of faculty and one year in the case of students, and members shall be eligible for re-appointment. The Advisory Council shall conduct a minimum of one meeting each semester.
ATTACHMENT 2.11

California State University, Long Beach

Policy Statement

April 7, 1985
NUMBER: 85-08

The following policy was recommended by the Academic Senate in its meeting of March 14, 1985, and received the concurrence of the President on April 5, 1985. This policy is also incorporated in the University Curriculum Handbook.

SUBJECT: CERTIFICATE PROGRAMS

A Certificate Program is a coherent grouping of courses from one or more disciplines. Such a Program may provide an application focus in a particular field of study, or a multidisciplinary focus on a specific topic or area. A certificate provides formal recognition by the University that the course of study involves substantial exposure to the field or topic. A Certificate Program will differ substantially in focus from a degree program, although certain common courses may be applied to both degree and certificate courses of study. Certificates, however, are not awarded by the University prior to awarding of a bachelor's degree. The Writing Proficiency Examination must be passed before awarding of a Certificate.

A Certificate neither credentials nor licenses the student, nor does it guarantee the ability of the student to put into practice what has been studied. By conferring a Certificate, the University validates the course of study as being a substantial exposure to the main features of the field or topic.

Extension and/or transfer credit, approved by the Program/Department Chair, may comprise no more than one-fourth of the course-work applied to an undergraduate Certificate or no more than one-sixth of the course-work applied to the Graduate Certificate. Course-work applied to the Certificate Program must show evaluations with traditional letter or number grading (e.g., A through F through 0 grade points) except for courses graded C/NC only. Credit earned by correspondence, examination, and/or experiential portfolio may not be applied to the Certificate Program.

The requirements in effect for the Program will be those published in the University Bulletin at the initiation or at the completion of the course-work applied to the Certificate, as determined by the students choice when he/she files for awarding of the Certificate.

When a student is accepted into the Certificate Program, an official course of study is to be approved by the Program Advisor, the Program/Department Chair, the School Dean, and forwarded to the Records Office. Copies of the Course of Study Form will be kept by the Program/Department Chair and the School Dean for use in the periodic program evaluation required by Councils. The student will file a Request for Certificate Form at the time of filing for Graduation Check if the Certificate is to be awarded concurrently with the bachelor's degree, or at least one semester prior to awarding of the Certificate, if a bachelor’s degree has already been awarded.

UNDERGRADUATE CERTIFICATE PROGRAMS

Course-work is at the undergraduate level and must include at least 18 units of study, of which at least 15 shall be at the upper-division level. Undergraduate course-work requirements for Certificate Programs are determined by the School or Schools offering or participating in the various Certificate Programs. (A maximum of two 500-level courses may be acceptable in the same manner that 500-
level work may be used for the bachelor's degree and subject to the same limitations as to class standing and grade point average.) A program may specify a maximum time for completion of the requirements. A grade point average of at least 2.0 must be maintained in the Certificate Program course-work. The Program shall include a basic core of at least three courses common to all students awarded the Certificate. (The core may include "either/or" choices between two alternatives for one or two of the three required core courses.)

**GRADUATE CERTIFICATE PROGRAMS**

Acceptance in a Graduate Certificate Program requires a bachelor's degree from an accredited university, a passing score in the University Writing Proficiency Examination, and at least a 2.5 grade point average in the most recently completed 60 units. Course-work is at the graduate level (500/600), with undergraduate courses acceptable if they are asterisked in the University Bulletin as acceptable for graduate work, subject to all limitations which follow.

The Graduate Certificate Program must include at least 18 units of study, of which at least 12 must be at the 500/600 level. A grade point average of at least 3.0 must be maintained in the course-work applied to the Graduate Certificate. The Program shall include a basic core of at least 3 courses common to all students awarded the Certificate. (One of these three core courses may include an "either/or" choice between two alternatives.) Courses in directed research, directed reading, internship, independent study may comprise no more than 3 units total on a Graduate Certificate Program. Thesis and student teaching may not be used. A Certificate Program must be completed within five calendar years from its initial course-work.

**CERTIFICATE PROGRAM REVIEW**

Proposals for establishing Certificate Programs are approved by the President of the University after review of curricular and administrative framework and recommendation by the appropriate Council and the Academic Senate. Programs housed within a Department or School will be reviewed in the same program review cycle as degree programs within that Department or School and according to guidelines for Review of Certificate Programs. Multi-disciplinary Certificate Programs offered jointly by more than one School will be reviewed according to a special five-year cycle established by the appropriate Council.

The Certificate Program Chair shall be tenured/tenure track faculty member with a full-time assignment for the full academic year. The Chair is responsible for academic advising, coordination of course offerings, processing of Course of Study forms, and preparation/submission of Program Review materials.
ATTACHMENT 2.12

ACADEMIC MASTER PLAN

The California Code of Regulations, Title 5, specifies that the general mission of the California State University system is to provide instruction leading to the bachelor's degree and the master's degree in the liberal arts and sciences, in applied fields, and in the professions.

Academic planning for the system starts from the presumption that each campus is authorized to offer programs in the liberal arts and sciences and in certain professional fields. Each campus within the system will offer additional programs as determined by the mission of the individual campus, the resources available to support the program, and the needs of the particular region and of the State.

The CSU Academic Master Plan shows all degrees and options offered, or planned for future offering, by each campus within the system. New programs must be approved for "projection" on the Academic Master Plan before they may be proposed for implementation.

Each fall, each campus submits to the Chancellor's Office its Academic Master Plan for the following five years, with recommendations for addition, deletion, or rescheduling of projected programs. These changes in the Plan must be approved by the Chancellor's Office and the Board of Trustees, acting at their March meeting. The State requires that programs that have high costs or that prepare students for certain specialized careers also be approved by the California Post-Secondary Education Commission (CPEC), to assure regional planning and avoid unnecessary duplication.

Decisions to approve inclusion of new programs in the Academic Master Plan are based primarily on evidence that there will be sufficient enrollment to insure a viable program and on evidence that the program serves the needs of the State and the particular region.
Section Three - Program Discontinuance

Discontinuance of Academic Programs (P.S. 11-05)

The discontinuance of an academic program means that the sequence of instruction in that academic area will no longer be offered in a form which will lead to a degree or a certificate. For purposes of this policy document, an academic program is defined as a sequence of courses leading to a bachelor's, master's or professional degree, a formal degree option, a minor, a certificate, or a credential. It does not refer to the department(s) or other administrative unit(s) that may offer the courses involved. Portions of the curriculum may be retained if they are related to other programs.

Program discontinuance may be requested for a variety of reasons. Typically, programs are discontinued when they no longer serve student or societal needs, or when the University cannot provide the resources to offer them. What is important to the process is that the reasons for the proposed action be made explicit and that affected parties have an opportunity to present alternative views and proposals. This requires a process of notification and hearing which will involve several parts of the faculty governance process.

Because program discontinuance means the elimination of instructional areas it has two important characteristics: first, it represents an educational policy judgment and, second, it represents a resource allocation decision. Although the final authority to make either of these decisions rests with the President of the University and his or her designees, traditionally faculty are more involved in the making of educational policy while administrators make resource allocation decisions. In the case of program discontinuance, both faculty and administrators must participate fully before final decisions are made by the President.

The responsibility for recommending to the President a course of action in any of those situations rests primarily with the faculty. The responsibility for carrying out any course of action decided upon rests with the administration.

As far as possible, the university shall not take any administrative action leading to the de facto or official discontinuation of an academic program before the discontinuance process is completed.

I. Initiation

1.000 A program discontinuance may be requested by the following faculty bodies: the academic area offering the program, if requested by a majority vote of the full-time probationary and tenured faculty of the academic area; the faculty council of the college offering the program, if requested by a majority of those members voting; the Curriculum and Educational Policies Council, if requested by a majority of those members voting; and the Academic Senate, if requested by a majority of those members voting.
1.100 A program discontinuance may be requested by the dean of the college offering the program. Such a request may be initiated only after consultation with the appropriate academic area or areas and the faculty council of the college.

1.110 A program discontinuance may be requested by the Vice Provost for Academic Affairs.

1.120 If the request to discontinue a program originates with a body other than the department offering the program, all tenured and probationary faculty members in the department(s) offering the program must be notified of the action before it is forwarded to the Vice Provost for Academic Affairs and the Chair of the Academic Senate.

1.200. The request to discontinue an academic program shall be sent simultaneously to the Vice Provost for Academic Affairs and the Chair of the Academic Senate.

1.300. The request to discontinue an academic program shall be sent to the appropriate University Councils, omitting a program discontinuance study, when the initiating body presents evidence of one or more of the following conditions. Even for the situations described below, a program discontinuance study shall be carried out if requested by any three people (students, faculty members, or administrators.

There is no evidence that any students have been enrolled in the program during the previous three years.

There is so little student demand for the program that necessary courses have not been offered for the previous three years.

The program is one of several alternate programs offered within the same academic unit, and one of the alternate programs better serves student needs.

Faculty members needed to teach the courses for the program have retired or otherwise left University employment, and the academic area's long-range planning indicates that new hiring would be better done in other areas of specialization.

An agency external to the campus, such as a credentialling agency or accreditation agency, required discontinuance of a given program.

1.400. Upon receipt of a request to discontinue an academic program, the Vice Provost for Academic Affairs shall initiate a program discontinuance study, except for those situations described in Section 1.300.

II. Program Discontinuance Study

2.100 When notified of the need for a Discontinuance Study panel, the Executive Committee of the Academic Senate, with the advice of the Vice President for Academic Affairs, shall select a Discontinuance Study panel of at least seven (7) full-time probationary and tenured faculty members.
2.110 No member of the directly affected department(s) or discipline(s) shall serve on the panel while it is considering possible discontinuance of that program. If this leaves fewer than five (5) members available to serve, replacement members shall be named to the panel, by the same process as was used to form the original panel. At least three (3) members of the panel (or subgroup of the panel) considering a given program shall be from outside the College primarily responsible for offering the program.

2.200 When a program discontinuance study has been officially requested as described in Section 1.400, the Vice Provost for Academic Affairs shall refer the proposal to the Discontinuance Study Panel.

2.210 The Discontinuance Study Panel shall evaluate all proposed program discontinuances referred to it according to the procedures detailed below. The Panel shall respond explicitly to the reasons given by the appropriate body or individual for requesting the program discontinuance. The panel shall make a recommendation for each program being considered, giving the reasons for the recommendation. If several programs are being considered at the same time, the panel may list relative priorities for actions.

2.220 In making its recommendations, the program discontinuance study panel shall consider previous internal and external program reviews, and shall make explicit all other criteria and evidence which it uses in arriving at its recommendation.

2.230 The study panel shall conduct its proceedings in public session except that in issues of personnel the study panel may meet in executive session. All interested parties, particularly students enrolled in the program, shall be given reasonable opportunity to present information they consider relevant to the question. The panel shall have access to the data necessary to render an informed judgment, subject to the constraints imposed by the Public Records Act*.

2.300 The study panel may recommend that the program be (a) discontinued; (b) discontinued unless specified conditions can be met; (c) suspended; (d) continued; (e) limited in size; (f) offered in whole or in part only through the College of Continuing and Professional Education; (g) combined with another CSULB program; (h) offered jointly with one or more other CSU campuses. The panel may make other recommendations as appropriate.

2.310 If the panel recommends discontinuance or suspension, the report shall specify
reasonable mechanisms to permit students enrolled in the program to complete their degrees.

2.320 If the panel recommends suspension, the report shall include a recommendation about conditions for reactivation of the program and about the maximum time to be allowed before the program must either be reactivated or discontinued.

2.400 The study panel shall forward its recommendations in writing, supported by a summary of the evidence, to the Office of the Academic Senate, with copies to the Vice Provost for Academic Affairs, the Dean of the college in which the program is offered, and the chair(s) of the affected department(s), within one semester of receiving its charge under section 1.400.

III. Review of Recommendations

3.100 The Chair of the Academic Senate shall have five (5) working days to transmit the recommendations of the study panel simultaneously to all appropriate University Councils and to the Vice Provost for Academic Affairs. The directly affected departments may forward comments and further information to the Councils within ten (10) working days.

3.200 The University Councils shall have thirty (30) working days to forward their recommendations to the Academic Senate.

3.210 The Curriculum and Educational Policies Council, as appropriate, shall prepare a report that includes an evaluation of the effect of each proposed action on other programs and on the overall ability of the university to fulfill its mission, as well as other relevant issues.

3.220 In addition, the Vice Provost for Academic Affairs may forward her/his recommendations to the Academic Senate.

3.300 The Executive Committee of the Academic Senate shall collect the recommendations from the Discontinuance Study Panel, the Councils, and the Vice Provost for Academic Affairs, and shall prepare a summary to be distributed to the Senate along with the individual recommendations. The Executive Committee may suggest wording for appropriate motions, for action by the Academic Senate. The Academic Senate shall have twenty (20) working days to consider these materials and make its own recommendations. Thereafter, all materials bearing on the study-and-review process shall be transmitted to the President.

3.310 Any time a program discontinuance would result in the layoff of tenured or tenure track faculty, the Provost must appear before the Senate to present reasons for the discontinuance before the program is discontinued.
3.400 The President's decision shall be made known within twenty (20) working days to the directly affected departments and the Academic Senate.

IV. Safeguards for Students, Faculty and Staff

4.100 If the President's response to the Academic Senate's recommendation is a decision to discontinue or suspend an academic program, students shall be given thirty (30) days to declare their interest in completing that program. Thereafter, no additional students shall be admitted to the program except by permission of the Vice Provost for Academic Affairs. To give students a fair opportunity either to complete the program or to transfer to another program or university, the actual termination process should be phased over a reasonable period of time. The steps of the termination process and the schedule for its implementation shall be included in the official announcement of the intended discontinuation.

4.200 Safeguards for faculty and staff are contained within the appropriate memoranda of understanding between the Board of Trustees and the exclusive bargaining agents.

In addition to the request to discontinue an academic program, please submit the University Resources Council (URC) form "Proposal for Program, Degree or Certificate Discontinuance."

Process for Discontinuing Sub-options

While concentrations, tracks, specializations, emphases, fields will be internally coherent, they do not by themselves provide sufficient breadth of study to be identified as options. Normally, these aggregates constitute much less than 50% of the coursework required for the degree major and no mention is made of them on a student transcript. Therefore, a curriculum certification, using a Program Change form, is all that is necessary to discontinue a sub-option. See Section 4 - Curriculum for details on the curriculum process.

Suspension and Reinstatement of Programs

From time to time it may become necessary for new enrollment in an academic program to be temporarily suspended because of a lack of qualified faculty, lack of student interest, or because of a reduction in budget. Suspension of a program is proposed and approved in accordance with Policy Statement 11-05, Discontinuance of Academic Programs (see above).

The suspension of an academic program means that students will not be admitted to the program for a specified time.
Temporary suspension of an academic program may be requested by the program faculty, the dean of the college housing the program, or the Office of the Provost. Regardless of the initiator of the request for suspension of an academic program, consultation shall take place among the faculty, dean, and the Office of the Provost prior to any decision on suspension. Final decisions on suspension of academic programs are the responsibility of the Office of the Provost.

Upon suspension approval, the department or college notifies the Curriculum Office for notation in the University catalog.

Suspension of an academic program will be for a minimum of one academic year and a maximum of three academic years. Decisions to suspend an academic program should be finalized at least 30 days before the beginning of the next admission cycle (September 1 for fall admission and July 1 for spring admission.) To address Admission issues regarding the suspended program, the Associate Vice President for Enrollment Services should be notified by the college once the suspension has completed the above-mentioned approval process.

A decision to end the suspension of an academic program (re-open admission) shall follow the same consultative process that led to initial suspension.
Section Four - Courses and Curricula

The processes discussed in this section lead to the publication of Policy Statements, Curriculum Certifications, the on-line Schedule of Classes and the University Catalog. These four documents authorize and govern all instructional programs. Announcements in the University Catalog are the responsibility of the Office of the Vice Provost for Academic Affairs and Dean for Graduate Studies.

Courses (new, revised, reactivated and deactivated) and minor revisions to existing program requirement changes are authorized by formal certifications.

New programs and major revisions to existing program requirement changes are authorized by and communicated by university policy statements.

The Vice Provost for Academic Affairs and Dean of Graduate Studies will determine whether a title change to an existing program can be considered minor. If so, an approval memo will be distributed.

Changes to Existing Program Requirements

Changes to program requirements and regulations are submitted through two differing processes depending on the nature of the intended change.

When changes to the course requirements and course content of a program will substantially alter the authorized objectives of the program the change is considered major. When changes to the program regulations governing admissions, student progress, or other administrative processes will substantially change the quantity or quality of enrollees and graduates the change is also considered major.

When the proposed change will have no substantial effects on any of these elements, the proposal is considered minor, but the program may be asked to include in the change proposal an analysis of predicted effects. All change proposals are submitted using the curriculum form for program changes that may be viewed here.

The Vice Provost for Academic Affairs and Dean of Graduate Studies will determine whether a change is major or minor and, accordingly, the appropriate review process. Some major changes may be approved by the Vice Provost for Academic Affairs and Dean of Graduate Studies acting for the President while others may require authorization from the Office of the Chancellor or the President by Policy Statement. When review in
faculty councils and the Academic Senate is necessary, the proposal will be directed to the Senate for appropriate council review and action by the Vice Provost for Academic Affairs and Dean of Graduate Studies. Otherwise, for minor changes, the campus curriculum process will be used. The chair of a council of the Senate may request a proposal in that review process be directed to the council during the fifteen working day curriculum challenge period.

In certain situations published program requirements have been discontinued, or courses have been added to a group of acceptable courses or courses and requirements have been waived or replaced. A department may adjust the requirements, if the changes are eliminating and not adding requirements, by filling out and submitting to Enrollment Services the "Request for Substitution or Waiver of Prior Published Degree Requirements" form. Please note that this form is to correct current or past degree requirements only. Any changes to future catalogs must be submitted through the usual curriculum certification process. The form and cover memo (Attachment 4.3) may be found at: http://www.csulb.edu/divisions/af/cms/end_user/SA/forms/index.html.

Courses Used by Multiple Departments

When making changes to courses in your department that are used by other departments as requirements or electives, it is critical that you notify them of the proposed changes. The notification will allow them to make the appropriate adjustments in their own curriculum in a timely manner.

*NOTE: Failure to inform other departments may lead to a delay in your course certifications.*

Courses that are used by other departments (referred to as "Service Courses") may be viewed at: www.csulb.edu/divisions/aa/catalog/curr_handbook/curr_word_forms/index.html.

Changes to Courses

New Course - intended to convey subject matter not previously covered by an existing course or, if covered by an existing course, to be conveyed with a substantial difference in objective, course methodology, or perspective.

Course Change - a modification to one or more course features (elements) to achieve minor course (or curricular) objectives that will not alter enrollment patterns.
Reactivated Course - a course that has been dropped and is reinstated as an offering by the department. It goes through the usual curriculum process to become active again. If it was dropped over 3 years prior to the request for reinstatement, normally a new course is requested.

All instructional programs are to avoid "unnecessary duplication of courses." See University Policy Statement 80-11 (Attachment 4.4) that provides some specific guidance on these matters.

For every course offered in the university, a standard course outline, a sample syllabus, and bibliography should be on file in the department or college office and in the University Archives. This is a requirement for all General Education courses and all courses articulated with community colleges or other four-year institutions.

Refer to the Curriculum Changes – Best Practices PDF document for guidelines for course changes. For additional guidance, the Course Requisite Checking FAQs may be found here.

**Inactive Courses**

The policy of the CSU and of this campus is that a course not offered within a five-year period be declared inactive. Colleges are provided with reports indicating which courses will be considered inactive. There is a three-week period before formal certification for faculty to review and comment.

For reactivation of an inactive course:

*Declared inactive fewer than three years ago:*

Fill out a "Reactivate Course" curriculum form. Submit it to the college - no department or college curriculum committee review is needed. The college will forward the form to the Curriculum Office and it will be included in the upcoming certification cycle.

*Declared inactive more than three but fewer than six years ago:*

Fill out a "Reactivate Course" curriculum form. Submit it to the college for review by the college curriculum committee - no department curriculum committee review is needed. If approved by the college, they will forward the form to the Curriculum Office and it will be included in the upcoming certification cycle.
Declared inactive more than six years ago:

Fill out a "Reactivate Course" curriculum form. The course will be treated as a new course (a new course outline and syllabus will be required) when it is submitted for review by the department and college curriculum committees. If approved by the college, they will forward the form to the Curriculum Office and it will be included in the upcoming certification cycle.

Variable course topics (Type II) will automatically be terminated at the end of three years. There are no extensions.

**Standard Course Outline** - should contain (1) the catalog description of the course, (2) a statement of course objectives, particularly General Education course criteria, when applicable, and (3) an outline of the subject matter to be covered. For a sample standard course outline, see [Attachment 4.5](#). The outline may be thematic and/or sequential. A standard course outline for lower-division courses are required by the Curriculum Office if the change to the course changes the community college articulation agreement in any way or if an articulation agreement is being initiated.

**Course Outline** - should contain any instructional requirements of all faculty teaching the course, including policies regarding textbooks, testing systems, grading systems, integration of laboratory or other non-lecture/discussion components of the course, and other "administrative" aspects of the course, such as repeatability, etc.

**Course Syllabus** - is the individual faculty member's "plan of action" for a particular offering of the course. A faculty member may have different syllabi for different sections of the same course taught at the same time. For the specific information that is needed, see [Policy Statement 11-07 (Attachment 4.6)](#).

**Course Bibliography** - to be contained within two pages, should contain information about the textbooks frequently used in the course as well as a listing of the works in the field with which students should become familiar. The bibliography should not attempt to be comprehensive; rather, it should be of maximum utility to students and faculty reviewing the course. Bibliographies for courses for which General Education approval is sought or maintained should contain lists of the works actually used in the course.

**Instructional Hour**

Various matters concerning the conduct of courses are detailed in the Faculty Handbook and in the University Catalog. The "instructional hour" is 50 minutes in duration, the
"instructional hour and a half" is 75 minutes in duration. In all cases, faculty members must provide adequate "passing time" between classes.

**Hybrid Classes and Distance Education Classes**

Some classes use academic technology to replace part or all of the face-to-face class meetings. In a hybrid class, one-third to two-thirds of the student/faculty and student/student contact time uses academic technology to structure remote activities. The remaining communication is face-to-face, similar to traditional classes. A Local Online Class (LOC) is a course offering in which the majority of the instruction occurs when the student and instructor are not in the same place, but it may require up to two hours of face-to-face meetings per unit on the California State University, Long Beach campus within the given semester. A Distance Education Class is a course offering in which communication between faculty and student occurs primarily via academic technology, but it may also include off-site meetings. The mode of instruction is normally shown in the Schedule of Classes. For more detailed information, see Policy Statement 03-11 ([Attachment 4.8](#)).

**Course Prefix**

The four-character standard abbreviation for a program or department must receive prior approval from the Vice Provost for Academic Affairs and Dean of Graduate Studies four (4) weeks prior to the curriculum submission deadline (see Curriculum Calendar, Attachment 4.1).

A department/program seeking a new course prefix must fill out a Course Prefix Curriculum Form, submit it to their college for review/approval and have it forwarded to the Curriculum Office for inclusion in the next curriculum cycle. The new prefix will become effective the coming fall semester. There must be a single specific department under which all courses bearing the designation will be administered. If appropriate, the department can be a college office.

**Course Number**

A three-digit number is assigned by the program to identify the course in the University Catalog and the online Schedule of Classes. Course numbers are assigned according to conventions within the program that demark sequences or areas of instruction and according to the definitions established below.
When there is a change to a course number, the University Catalog must show the default statement, "Not open for credit to students with credit in DEPT XXX" (the old course number). If the course is repeatable, the default statement will be, "Students with credit in DEPT XXX may only have a total of 9 units of DEPT XXX and DEPT YYY combined" (XXX represents the old course number and YYY represents the new course number).

Changes to course numbers that involve a change from one division to another, e.g., from the 200-level to the 300-level, will normally require a new course description, course outline, syllabus, and bibliography.

NOTE: Numbers cannot be reused for 5 years.

NOTE to Departments without a masters program: The Curriculum Office must forward all new graduate-level courses to the CEP Council for review when there is no master's program offered in the department.

001-099 - special courses involving remediation and development of basic skills. Courses do not convey degree or program credit.

100-299 - lower-division courses: used primarily for General Education and introductory courses. Courses carry university baccalaureate degree and other program credit.

300-499 - upper-division courses: used for advanced and specialized instruction. Courses carry university degree and program credit.

• A course may be numbered at both the 400- and 500-level if the faculty provide additional exercises or assignments for students enrolled at the 500-level and grade students differentially. See "Double-Numbered Courses" below.

500-599 - graduate-division courses at the 500-level are used for lecture/discussion, laboratory, fieldwork, and internship courses. Courses confer graduate degree credit and, by petition of a second-semester senior student, undergraduate degree, or program credit.

Fieldwork is usually standardized for an entire group, in the sense that it is directed activity where each student has a similar type of placement, even if the placements are in different settings and carried out individually or in small groups. Usually, the students are in a component where the students meet as a group to discuss their experiences with a faculty member and compare notes with each other.

Internships are typically more varied than fieldwork, with each student working in a different setting. The settings may have little in common with one another, but are fitted to the interests or needs of the individual students. The students are not necessarily at the same stage in their training. There may or may not be a group classroom component.
600-699 - graduate-division courses at the 600-level are reserved for advanced graduate level work, usually in the seminar or independent research or other activity format. Graduate degree or program credit only.

700 - used only for G.S. 700 that does not convey degree or program credit. For further information, see the University Catalog.

701-799 - doctoral courses.

**Double-Numbered Courses**

Certain kinds of courses may be "double-numbered" so that the course can be offered simultaneously (at the same time and place with the same instructor) for students in the lower division and upper division or for students in the upper division and in the graduate division. In all cases, the course must have the same number of units, same title, and same mode of instruction (classification). Generic courses and generic course topics may be cross-listed but may not be double-numbered. The double numbering of courses in the undergraduate curriculum is normally limited to studio and performance courses where individual instruction is given to students as a normal form of teaching. The double numbering of courses between the undergraduate and graduate levels may include the studio form of instruction and under the following set of restrictions and forms of instruction.

Upper-division courses at the 400-level and graduate courses at the 500-level may only be double numbered to capture the mode and level differential for graduate students. The courses must meet the requirements for double-numbering above. In addition, they must have different standard course outlines which demonstrate that graduate students are required to complete quantitatively and/or qualitatively more difficult assignments and that graduate students are graded differentially.

**Reserved Numbers**

Certain numbers or parts of numbers are reserved for special purpose courses for which it has become desirable to have a common number throughout the curricula.

- x90 - Normally reserved for generic topic courses, especially 490 and 590;
- 492 - Normally reserved for Internships;
- 497 - Normally reserved for directed studies courses;
- 498 - Normally reserved for senior thesis courses;
- 499 - Normally reserved for undergraduate "capstone" or integrative seminar courses;
- 695 - Normally reserved for Directed Readings courses;
- 696 - Normally reserved for Research Methods courses;
697 - Normally reserved for Directed Research or Directed Studies in master's programs;
698 - Reserved for thesis in "30" unit degree programs;
699 - Reserved for thesis in "60" unit degree programs;
700 - Reserved for G.S. 700;
795 - Normally reserved for Directed Studies courses in doctoral programs;
798 - Normally reserved for Dissertation.

Suffixes

A one- or two-letter term which indicates that the course is part of a series within the discipline or, as with special suffixes, part of a broad program like General Education or Honors.

"A," "B," "C" etc. - suffix indicates a series with similar formats, content, or objectives in the curriculum.
"H" - normally reserved campus-wide for courses in the major for Honors program credit.
"I" - reserved for General Education "interdisciplinary courses" approved by the President on the recommendation of the Senate.
"L" - normally reserved for laboratory courses.
"O" - normally not used to avoid confusion with "0".

Symbols and Signs

Hyphen ( - ) - between suffixes indicates a sequence of courses in the optimal enrollment sequence. Students should take the lower suffixed course first.

Comma ( , ) - between course number suffixes indicates that a student may enroll in either part of the course first.

Course Catalog Title - The course titles and Type III Generic Topics will appear in the University Catalog. Type II Generic Topic titles do not appear in the Catalog, but are shown in the online Schedule of Classes. Frivolous titles or titles using jargon, slang, copyrighted names, trade names, or any punctuation other than the hyphen may not be used.

Course Abbreviated Title - The 30-character (including spaces) abbreviated title is the form of the title which appears on student transcripts, in the online Schedule of Classes and the Active Course Report.

Course Credit Units
Course credit units are the "semester hour units" earned toward the degree or program by the student completing the course. In lecture, discussion, seminar and some other modes of instruction one course credit unit is earned for the 15 contact hours of instruction in a normal 15-week semester. The typical 3-unit course requires 3 contact hours per week for 15 weeks. Faculty may expect students to spend approximately 2 hours out of class for each hour in lecture/discussion type classes. Thus a 15-unit lecture/discussion work load for a student would calculate to 15 hours in class a week plus an average of 30 hours outside class, or minimum total of 45 hours workload. At this campus most students have at least a part-time job. The number of course credit units conferred is determined solely by the course content. Fractional units are not permitted. Certain types of courses may offer a range of units, e.g., 1-3, indicating that a student may enroll for a maximum of three units, in 1 unit increments, 1- and 2-unit increments, or all 3 at once. The subject matter for each increment is determined by a written supervised study agreement between the instructor and student. A student may repeat courses without unit ranges providing that a repetition option for the course has been approved in advance for that course (see below).

A change in course credit units or a change in classification will necessitate the development of a new course description, course outline, and new course syllabus.

An increase or decrease in course credit units requires review of any existing General Education approval.

An increase in course credit units requires review of any existing Articulation Agreements in force for the course.

Frequency of Offering

The standard symbols are F = Fall, S = Spring, SS = Summer Session, W = Winter, and EXED = Extended Education. These symbols are to be used only if the department can guarantee the course will be offered for that semester each year. Otherwise, the semester symbol will not be published.

Course Description

A course description, with a maximum of 40 words, should be written in succinct sentences or phrases with consistency of format, especially with respect to the use of phrases or sentences. It should not contain justifications for the course, i.e., its content and methodology.

Course supplemental information lists information about grading policy, repetition, miscellaneous fees, etc. and is not included in the 40-word count for the description.
Each course requiring more than one hour of class attendance per semester unit must indicate the number of hours of required attendance e.g., "Lecture 2 hours; laboratory 3 hours." If the course does not require more than one hour of class attendance per semester unit, the mode of instruction may still be indicated in the course description (e.g., "Lecture" or "Lecture Activity" or "Seminar"). For further information on contact hours, see Attachment 4.2

**Grading Option**

University policy provides that a student may choose to take a course for a Credit/No Credit grade instead of a traditional letter grade up to a maximum number of units per semester and a maximum grand total. However, a course may be designated "Letter grade only (A-F)" or "Credit/No Credit grading only". If so, these notices must appear in the course description in the University Catalog. The default is both grading options.

Some 300- and 400-level courses are approved for use on graduate student programs. Graduate students are graded differentially in these courses.

**Report in Progress (RP)**

The "RP" symbol is used in connection with courses requiring multiple enrollment, i.e., that extend beyond one academic term. It indicates that work is in progress but that assignment of a final course grade must await completion of additional work. Re-enrollment is permitted prior to assignment of a final course grade provided the cumulative units attempted do not exceed the total number applicable to the student's educational objective. Work is to be completed within one (1) calendar year immediately following the end of the term during which it was assigned except for graduate degree theses. If the "RP" symbol is not replaced by a final course grade within the specified time period or prior to the student's declared graduation date, it will be changed to a "W." An "RP" symbol cannot be replaced by an "I" (Incomplete) symbol; an "I" is not a final course grade.

**Repetition Option**

Some courses, especially variable topic courses, may be designated as "repeatable." The normal course credit unit limit for any one course is six (6) units, although under exceptional circumstances nine may be permitted. When a course is repeatable, the repetition option should be noted in the course description as follows: "May be repeated to a maximum of six units with different topics in different semesters." (Policy Statement 73-6).

**Course/Supervision Classification**
The Course/Supervision Classification defines course characteristics norms based on the mode of instruction and the level of instruction. A course may have more than one mode of instruction. Each such component is assigned a C/S classification number according to the type of instruction required which determines the normative class size for that kind of instruction at the level of instruction indicated, the number of contact hours required per course credit unit per week of instruction, and the weighing factor for computation of faculty workload (see Attachment 4.2).

Each course requiring more than one hour of class attendance per semester unit must indicate the number of hours of required attendance e.g., "Lecture 2 hours; laboratory 3 hours." If the course does not require more than one hour of class attendance per semester unit, the mode of instruction may still be indicated in the course description (e.g., "Lecture" or "Lecture Activity" or "Seminar").

**Course Fee**

Executive Order 740 and 919 (which may be viewed at http://www.calstate.edu/EO/) delegates authorization for approval of all instructionally related course fees to the President and defines the types of optional instructional materials, activities and facilities for which charges are permissible.

If an instructional, miscellaneous course fee has been approved by the Course Fee Committee, Business Manager, and the President of the University, the statement, "Course fee may be required" must be published in the Catalog and the online Schedule of Classes. No other fees may be advertised or charged. All instructionally related fees must be authorized and must meet the following procedures for approval to establish, increase, decrease, suspend or abolish instructionally related course fees at CSULB:

1. An instructionally related course fee description and approval form must be completed (see Attachment 4.7).
2. The fee should not exceed the actual or pro rata cost of providing the specified goods or services.
3. The course fee must be identified in the University Catalog and the online Schedule of Classes.
4. Fees must be deposited with the Business Office in a trust account established solely for the authorized fee.
5. The trust account must be used solely for the materials, activities or facilities for which the charge is made.

If expenditures for the specified materials, activities, or facilities are made from General Fund accounts, the department must request a transfer from the trust account each September, December, March, and June for reimbursement of the General Fund.

Periodic reviews will be conducted to ensure compliance with applicable requirements. Each June, a yearly report will be prepared of authorized instructionally related course fees.
Students must have the option of using materials or services provided by the charge or obtaining comparable goods or services from another source.

**Cross-Listing Option**

Some courses by virtue of their interdisciplinary content may be offered simultaneously by two or more different departments/programs. Student transcripts will indicate the department or program in which the student enrolled. Similarly, each participating department will be credited according to the source of enrollments. Cross-listing requires the consent of each participating department/program. Extensive cross-listing with other departments must be justified both academically and fiscally.

Courses may be cross-listed only within the same course-level division, i.e., lower-division 100- and 200-level, upper-division 300- and 400-level, and graduate-division 500- and 600-level. The courses must have the same catalog title, abbreviated titles, prerequisites, course description, grading, and classification. If one course has been approved for GE status, the other must also have GE status in the same category. The course description of each course must indicate the equivalency with each of the other courses as follows: "Same course as DEPT XXX." If a curricular change is submitted for one of the cross-listed courses, the same change must be made to the paired course or the cross-listing will end.

For scheduling purposes, only one department is designated as the "home" department of the course and all others are designated "dependent" departments. Departments may rotate this responsibility that includes schedule building and staffing administration.
Articulation

Articulation is the term employed to indicate that a course offered by other colleges and universities has been acknowledged as meeting the instructional objectives of a CSULB course. The articulation program of the university operates under the mandate of the CSU for the purposes of facilitating transfer of students between California Community Colleges and private universities to the CSU campuses. Any unit increase or substantial change in an existing course will require review, if not complete re-articulation (see Section 7 Course Articulation.)

Beginning and Ending Terms

With change course proposals, the course being replaced will be made inactive at the end of the semester prior to the first offering semester of the replacement; no overlap is permitted. The semester of first offering is normally the earliest possible date in the curriculum calendar (Attachment 4.1), and the date of last offering is normally indefinite, except for type two topics, which expire in six semesters.

Each course has one or more functions in the department or program. The usual functions are as a "requirement" which every student in the program must complete, an "alternative requirement" which every student in the program may choose to take from among a limited selection, or an "elective" which a student in the program may choose to take from a wide variety of courses in or beyond the discipline. A course may have "status" in more than one degree program and, if so, this should be noted.

Generic Courses and Topics

Generic courses provide the medium for offering subjects of a highly specialized and contemporary nature. A variable course consists of its "generic" form, which is shown in the University Catalog and its "topics." Type I and II topics appear in the online Schedule of Classes. Type III topics appear in the University Catalog. Only Type II topics are placed on the Active Course Report. A "generic" course is a "placeholder" for topics; topics cannot exist independently. All topics under the generic course must agree with those course elements (i.e., units, prerequisites, grading, classification). If a different classification for a topic is desired, a new generic course (with a new course number) must be created. To differentiate between topics in terms of the duration of their expected viability, they have been organized into three categories:
Type I Topics - are offered under the generic course title (e.g., Special Topics) that will be the only title that appears on the transcripts. Topic titles will appear in the online Schedule of Classes but not the University Catalog. These topics may only be offered once and must have the curriculum form sent to the Curriculum Office even though they do not go through the usual campus curriculum certification process. If a Type I topic appears to require additional offering, it must be converted to a Type II or Type III topic or to a regular course. Topic conversion requires formal certification.

Note: When scheduling a topic the individual topic title must be listed. A topic will not be scheduled using the generic title alone.

Type II Topics - are offered under the generic course number under their own titles. The titles will be printed on transcripts and in the online Schedule of Classes but not in the CSULB Catalog. Each topic requires approval at the University and expires at the end of six semesters - no extensions to the end date will be made. If a departments wishes to keep the topic content active, it must be converted to a Type III topic or to a regular course.*

* College-based policies on Type II topics may be developed to provide for alternative methods of retiring topics not offered on a regular basis. Policies of this kind will take into account: the necessity for reviewing all course and topic outlines and bibliographies periodically, realistic planning of specialty material in terms of projected re-sources and priority demands on those resources, and the relationship of the topic to the instructor's research and creative activity. College-based policies may cover all programs within the college or only specified ones. Policies adopted must be written, contain a justification or rationale, and receive the assent of the Vice Provost for Academic Affairs and Graduate Studies.

Note: When scheduling a topic the individual topic title must be listed. A topic will not be scheduled using the generic title alone.

Type III Topics - are permanent components of the curriculum with the same review requirements as any regular course. The Type III topic is a regular course in every respect except that it shares a common course number with other topics related to it programmatically. Some departments have found this system useful in managing a curriculum characterized by many sub-disciplinary areas (the topics), each requiring a standard approach (the generic course). The titles will be printed on transcripts, in the Active Course Report, the on-line Schedule of Classes and the CSULB Catalog.

Curriculum Forms

The electronic course and program curriculum forms are available online at www.csulb.edu/divisions/aa/catalog/curr_handbook/curr_word_forms/ or may be obtained by departments from their college. The electronic forms are also available from
the Curriculum Office. The forms are modified from time to time to reflect improvements suggested by users and changes in academic policy. If questions should arise concerning use of any form, call the Curriculum Office for information.

- Course Forms - for new courses, changing existing, reactivating or deactivating courses
- Topic Forms - for converting, initiating, changing or dropping topics
- Program Form - for proposing requirement changes to existing programs.

NOTE: New programs do not follow the curriculum certification process. For new programs, see Section 2, Program Development and Approval.

General Education Requests

- To be eligible for General Education Governing Committee (GEGC) review, a course must hold a formal curriculum certification by the University and be listed as “active” in the Department’s Active Courses file (CS Link / Class Management – Active Courses).
- Existing General Education Courses: Changes to existing general education course designations must follow the “Course Approval Process” outlined in Section 6 of the CSULB Curriculum Handbook.
- New GE Course Proposals: Departments must follow the “Course Approval Process” outlined in Section 6 of this CSULB Curriculum Handbook.
- Existing and New Courses must use the “GE Action Request Form” to submit requests to the GEGC. The form is located on the General Education Program website under Faculty (http://www.csulb.edu/divisions/aa/ge/faculty/).

Review Process

Curriculum development processes for courses and minor changes to program requirements take place throughout the academic year. College offices set due-dates for their departments and programs. All course and minor program change proposals are submitted to the Curriculum Office as indicated on the Curriculum Calendar (see Attachment 4.1).

- The University Single Subject Teacher Education Committee and then the College of Education Curriculum Committee reviews all courses with the prefix EDSS.
- The Curriculum and Educational Policies Council reviews curriculum submissions for Interdisciplinary Studies, International Education and University 100.
• The College of Natural Sciences and Mathematics reviews curriculum submissions for Ocean Studies.

Following the conclusion of the curriculum review processes in the departments and colleges, the Associate Deans for Curriculum will prepare and forward all hard copy proposals and electronic (MSWord) files to the Curriculum Office. Course outlines are filed in college offices and sent to the Curriculum Office and other departments only when specifically requested in a challenge proceeding or as needed for articulation agreements.

Proposed Curriculum

All individual colleges' proposals are assembled into a document called a "Notice of Proposed Curriculum," which is distributed via email to all colleges, departments and programs for faculty review. The Notice serves to notify all offices of the intent to offer courses and to modify curriculum.

Some departments that do not offer a graduate degree program have been authorized to offer a small number of graduate-level courses, primarily as service to other graduate degree programs. Prior to offering, each of these courses must be approved by the appropriate person in the Office of the Provost following the normal remonstrance period for new courses.

Challenge Period

Fifteen working days are provided for any office to challenge a proposal on the grounds of "unnecessary duplication" (see Policy Statement 80-11, Attachment 4.4). Questions about proposals on any other grounds must clearly specify the standard or condition upon which the challenge is based. The challenge period is the second, third, and fourth weeks of September for the Spring Curriculum Cycle and the third week of December and first two weeks of January for the Winter Curriculum Cycle.

A department cannot challenge another department within the same college.

Steps to follow in a challenge:

1. Recommended: Call the department chair of the proposed challenged course first and discuss the issue.
2. The challenge must be made within the 15-day challenge period. It is sent to the Vice Provost for Academic Affairs and Dean of Graduate Studies.
3. Academic Affairs responds to the challenge within 10 days.
4. The challenging department responds to Academic Affairs that the challenge is withdrawn or stands within 10 days.
5. Academic Affairs assists the deans, together with the departments, to arrive at a resolution within 30 days.
6. If a resolution is not reached within 30 days, it is referred to the Curriculum and Educational Policies Council for recommendation.
7. Within 15 days of notification of referral by Academic Affairs, both departments present written arguments and substantiating data to the CEP Council who may refer it to a subcommittee for consideration. The burden of proof rests with the challenger.
8. If referred to a sub-committee, they have 15 days to make a recommendation that goes to the CEP Council.
9. The challenge will be a First Reading item on the next CEP Council agenda. The recommendation is forwarded to the Academic Senate for approval. The decision of the Academic Senate is recorded in the minutes and is forwarded to Academic Affairs.

If a challenge is resolved, a special certification will be created becoming effective the following semester.

**Formal Certification**

Following the challenge period, the Vice Provost for Academic Affairs and Dean of Graduate Studies will attest to the fact that the unchallenged courses have survived the challenge period by issuing a formal certification. Certifications authorize changes to the University Catalog, the online Schedule of Classes, Active Course Report, and all other academic publications of the University, including departmental and program brochures. It is recommended that departments post and maintain a continuous file of those certifications that affect their own programs.

**Approval of New Honors Courses**

New Honors-specific courses and the management and staffing of the senior Thesis/Project, must be approved by:

1. Department Curriculum Committee;
2. Department Chair;
3. College Curriculum Committee;
4. University Honors Director, following consultation with the Honors Advisory Council.

The curriculum form to be used for proposed honors courses may be viewed here.

New Honors courses do not go through the 15-day challenge period but will appear in the next formal certification to facilitate data entry.

NOTE: Once an Honors course has been approved, if any revisions are necessary, it goes through the normal campus curriculum process.
ATTACHMENT 4.1
Curriculum Calendar

For exact dates, please see the yearly curriculum calendar posted on the supplemental curriculum reports information page at:

http://csulb.edu/divisions/aa/catalog/curr_handbook/curr_word_forms/index.html

NOVEMBER

• FIRST FRIDAY: College Deadline – Curriculum Proposal

DECEMBER

• FIRST WEEK DAY: Challenge period begins
• LAST DAY OF SECOND WEEK: Challenge period ends
• THIRD WEEK: Formal certification distributed

JANUARY

• SECOND WEEK: Edit Copy due from Colleges to Curriculum Office

FEBRUARY

• SECOND WEEK: Edit Copy due from Curriculum Office to Colleges
ATTACHMENT 4.2
Course Classification System

Please note that the class sizes shown on this table are "normative class sizes," and were never intended to serve as either upper or lower enrollment limits. They were supposed to be representative of the typical sizes for course sections assigned a particular classification number (the mode) and taught at a particular level. These numbers were originally developed in the 1970s as the basis for the mode-and-level staffing formula, by which the CSU was to be funded by the State of California. From the outset, the State refused to fund the CSU at more than 92 percent of the amount indicated by the formula. In the budget cuts of the early 1990s, the mode-and-level formula was abandoned entirely by the State and the CSU. This table is included in the Curriculum Handbook because it may still have some value as a rough guideline in determining appropriate enrollment limits, keeping in mind that CSULB, since 1995, has been funded at only 80 percent of the amount indicated by the old formula. The asterisk (*) stands for the facility limits.

To calculate the contact hours statement for the University Catalog, multiply the unit value of the course by the Contact Hours Per Unit column.

<table>
<thead>
<tr>
<th>C#</th>
<th>DESCRIPTION</th>
<th>CONTACT HOURS PER UNIT</th>
<th>NORMATIVE CLASS SIZE</th>
<th>WORKLOAD WEIGHING FACTOR (k)</th>
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<tr>
<td></td>
<td></td>
<td>LD</td>
<td>UD</td>
<td>GD</td>
</tr>
<tr>
<td>C-1</td>
<td>Large lecture</td>
<td>1</td>
<td>*</td>
<td>*</td>
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<td>C-2</td>
<td>Lecture discussion</td>
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<td>Lecture activity</td>
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<td>Discussion</td>
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<td>Clinical process</td>
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<td>Workshops and social science activities</td>
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<td>C-9</td>
<td>Music activities - large group</td>
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<td>C-10</td>
<td>Music activities - small group</td>
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<td>C-11</td>
<td>P.E. and rec activities</td>
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<td>30</td>
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<td>C-12</td>
<td>Speech, drama, journalism activities</td>
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<td>C-13</td>
<td>Technical activities and lab</td>
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<td>Technical activities and lab</td>
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<td>C-16</td>
<td>Laboratories</td>
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<td>Clinic off-campus</td>
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<td>C-18</td>
<td>Major intercoll. sports</td>
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<td>Minor intercoll. sports</td>
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<td>Major performance</td>
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<td>C-21</td>
<td>Music performance</td>
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<tr>
<td>SUPERVISION</td>
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<td></td>
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<tr>
<td>S-1 (48) Independent study, studio inst.</td>
<td>¾ hr.</td>
<td>48</td>
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<tr>
<td>S-2 (36) Independent study, studio inst.</td>
<td>1 hr.</td>
<td>36</td>
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<td>S-3 (25) Student teaching</td>
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<tr>
<td>S-4 (24) Work study, thesis</td>
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</tbody>
</table>

For supervision courses, the workload credit a supervisor receives is totally unrelated to the units value of the course. Faculty workload credit is a function of the classification of the course and the number of students enrolled in the course.

Calculate workload for supervision by multiplying the number of students supervised by the S-factor WTU per student.

Example of Supervision Formula Calculation:
Two different students are enrolled in a section of undergraduate independent study (S-48). The faculty supervisor will receive .25 WTU for each student. The workload-weighing factor is the weighted teaching units per student. Two students, therefore, generate .5 WTU for the faculty member.
Request for Substitution or Waiver of Prior Published Degree Requirements

To Enrollment Services: Please use the indicated substitution or waiver to process degree audits until the catalog, planner, and course catalog can be appropriately revised.

Major(s):

Catalog Year(s):

Course/Requirement as it appears in the catalog:

Proposed modification or additional option to meet the requirement:

Rationale:

Approvals:

Undergraduate Adviser’s or Chair’s Approval/Date

Associate Dean’s (or Designee’s) Approval/Date

Processed by Enrollment Services: Name/Date:

Comments:

Changes for future catalogs must be forwarded to the Curriculum Office.
ATTACHMENT 4.4

Procedures to Avoid Unnecessary Duplication of Courses and/or Programs

The following Policy Statement, recommended by the Academic Senate at its meeting of May 22, 1980, and approved by the President on September 20, 1980, is as follows:

Introduction

All units of the University should work toward avoiding unnecessary duplication of courses or programs by taking advantage of courses already offered in other academic areas whenever possible. There may be areas of legitimate duplication, or times when one academic area might offer a course that would usually be taught by another academic area; these might include, but not be limited solely to, the following:

1. Courses which, though similar, are sufficiently different in content and specialized focus to constitute different courses.

2. Service courses that cannot be offered by the academic area that would ordinarily offer such courses because of limitations of space or staffing. A decision about such courses requires consultation, as described below.

I. General Policy on Curricular Consultation

Academic areas that anticipate, or at any time become aware, that their curricular proposals have the potential for duplicating, in all or in part, existing curriculum in another academic area shall initiate consultation with the other area prior to advancing proposals to the next level in the curricular approval process. This provision includes any courses that would normally be offered within the other academic area, not only duplication of existing courses.

II. Informal Consultation Procedures

Academic areas whose curricular proposals would require service courses from another academic area or who, prior to the University circulation of curricular proposals, anticipate that a question of curricular duplication might arise, should initiate consultation with the affected academic area as early as possible.

A. Through its school dean, an academic area needing service or anticipating duplication should present its curricular proposal to the school dean of the academic area that would be affected. In the case of service needs, a statement of the projected impact on the service discipline should be included; i.e., anticipated number of majors in the proposed program, enrollment/major projections for the next five years, etc. In the case of potential duplication, a statement of explanation and/or justification should be included.
B. If an academic area can accommodate a requested service or has no objection to the curricular proposal of another area, a statement to that effect should be sent within five working days* from the academic area via its school dean, to the Office of Academic Planning. Notice of accommodation of service course requests should indicate the basis upon which the service can be provided.

* Working Days: Monday-Friday excluding academic holidays.

C. If an academic area cannot accommodate the request for service or if there is objection to the proposed change, a statement in writing indicating the reasons provision(s) of service or the proposal is not desired, should be sent within five working days via its school dean to the Office of Academic Planning. Formal consultation should be initiated at this time. (See III. Formal Consultation Procedures.)

III. Formal Consultation Procedures

Formal consultation engages the participation of other university agencies in matters of curricular disagreement to resolve conflict issues as promptly as possible and to establish record of both the process and its conclusion.

A. Instances requiring formal consultation.

1. Unresolved informal consultation. (See II.)

2. Response to the University Circulation of Curricular Proposals.
   a. An academic area, via the dean of its school, may direct to the Office of Academic Planning within 15 calendar days* after the University circulation, a written request for clarification or justification of what it perceives to be a potential for duplication in the latter's curricular proposals.
   b. The Office of Academic Planning will see that a response is directed to the requesting academic area, via its school dean, within 10 calendar days.
   c. Within 10 calendar days after receipt of written clarification or justification, the requesting academic area will direct to the Office of Academic Planning, via its school dean, a statement that:
      1) There is no objection to the curricular proposals. OR
      2) There is an objection to the curricular proposals and the basis for the objection.

B. Procedures for Conflict Situations

1. The Office of Academic Planning may assist the dean of the schools, together with the academic areas involved, to arrive at a resolution of the conflict(s) which is mutually agreeable to the deans within 30 calendar days.
2. If a conflict is resolved within 30 calendar days, a statement indicating the particulars of the resolution, signed by the school deans involved, shall be filed in the Office of Academic Planning. The statement should record whether or not the academic areas agree with the resolution.

3. If a resolution cannot be reached within 30 calendar days, the Office of Academic Planning shall refer the matter to the Curriculum and Educational Policies (CEP) Council for recommendation. (See IV.)

* Calendar days: Interpret literally. If the deadline falls on a non-working day, it is extended to the first working day following the deadline.

C. Once a year the Office of Academic Planning shall report in writing to the CEP Council all challenges, the subsequent resolution of the challenges, and the rationale for the decisions reached.

IV. Procedures for Curricular Conflicts Referred to CEP Council

When consultation has failed to realize satisfactory solution in curricular controversies within the deadlines identified above, the Office of Academic Planning shall refer the matter to the CEP Council for recommendation.

A. Within 15 calendar days of the notification of referral by the Office of Academic Planning, academic areas involved in the curricular controversy shall present written arguments and substantiating data to the CEP Council. The CEP Council may refer this to a sub-committee for consideration. The burden of proof will rest with the challenger. The CEP Council/subcommittee has the further option to solicit whatever additional data it deems necessary to make a recommendation.*

B. If it is referred to a sub-committee, the sub-committee has 15 working days to consider the material and to make a recommendation(s). The sub-committee recommendation(s) will be sent to all listed in V., Distribution.

C. In those cases where course conflicts arise from program conflicts, the CEP Council recommendations will include a statement, developed in consultation with the academic areas and schools involved, delineating the aspect of the program appropriate to each academic area.

D. The written arguments and substantiating data of the academic areas involved, along with any sub-committee recommendation(s), shall be a First Reading Item on the next agenda of the CEP Council for consideration. Oral arguments may be entertained as well. The recommendation(s) of the CEP Council shall be forwarded to the Academic Senate for approval. Decisions of the Academic Senate shall be recorded in the minutes and shall be forwarded to the Office of Academic Planning.** (See V., Distribution.)
V. Distribution

All correspondence related to the referral of controversies to CEP Council shall be copied to the following:

A. Office of Academic Planning.
B. Deans of involved schools.
C. Chairpersons of involved academic areas.

* (See IV A.) No Member of the faculty from the department or program involved in the appeal shall vote as a member of the CEP Council during such an appeal.

** (See IV D.) Section IV, Item D, it is noted, shall be interpreted to mean that the decisions of the Senate forwarded to the Office of Academic Planning shall be recommendations which shall be approved by the President or the Vice President for Academic Affairs as appropriate. Recommendations concerning the curricular jurisdiction of an academic department or program will be approved by the President, and recommendations concerning the approval of proposed courses will be approved by the Vice President for Academic Affairs. This procedure is consistent with current University policy.

Effective: Fall 1980
ATTACHMENT 4.5

Standard Course Outline Sample
(Used for new and reactivated courses and major changes to existing courses)

1. Course prefix, number, title (units)

2. Course Description
   Description of the course as it will appear in the Catalog cannot exceed 40 words. Prerequisites, fieldwork hours, service learning, clinic experience, lab or material fees, “consent of instructor,” designation of the course as “Credit/No Credit” or “Letter grade only (A-F), or other requirements that do not describe the content of the course are not included in the 40 word limit.

3. Student Learning Outcomes
   What students should know and be able to do upon completion of the course.

4. Outline of Subject Matter
   Course subject matter should be directly aligned with Student Learning Outcomes. The number of the corresponding SLO should appear in parentheses after relevant content.

5. Recommended Texts (including instructor course packet as applicable)

6. Assessments and Grading System

   6.1 The Standard Course Outline should contain a description of key assessments that measure student performance on course SLOs. The number of the corresponding SLO should appear in parentheses after relevant assessments. The description of these assessments should be sufficient to allow course instructors to incorporate them in course syllabi. Course instructors may have additional assessments that are explicitly linked to SLOs. The following matrix is an example of how to display course assessments linked to SLOs:

   Assessment in Course XXX:

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Linked to SLO</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment # 1 (brief descriptive title and/or description)</td>
<td>SLO #3</td>
<td>xx%</td>
</tr>
<tr>
<td>Assignment # 2 (brief descriptive title and/or description)</td>
<td>SLO #2</td>
<td>xx%</td>
</tr>
<tr>
<td>Assignment # 3 (brief descriptive title and/or description)</td>
<td>SLO #1</td>
<td>xx%</td>
</tr>
<tr>
<td>Assignment # 4 (brief descriptive title and/or description)</td>
<td>SLO #4</td>
<td>xx%</td>
</tr>
<tr>
<td>Assignment # 5 (brief descriptive title and/or description)</td>
<td>SLO #5</td>
<td>xx%</td>
</tr>
</tbody>
</table>
6.2 Grading policies and procedures and the percentage of the course grade associated with each assessment must be explicit on each instructor’s syllabus. Instructors must develop scoring guidelines for assessments, which must be made available to students.

6.3 The final course grade will be based on a descriptive scale such as the following:

- 90-100% = A  mastery of the relevant course standards.
- 80-89% = B  above average proficiency of the relevant course standards.
- 70-79% = C  satisfactory proficiency of the relevant course standards.
- 60-69% = D  partial proficiency of the relevant course standards.
- Below 60% = F  little or no proficiency of the relevant course standards.

6.4 In compliance with university policy, final grades will be based on at least three, and preferably four or more, demonstrations of competence. In no case will the final examination grade count for more than one-third of the course grade.

7. Policies for Attendance, Withdrawal, Late Assignments

The instructor’s syllabus must contain explicit statements of attendance, withdrawal and late assignment policies, which must be consistent with University policies. Instructors should refer to the current California State University, Long Beach Catalog of Graduate and Undergraduate Studies and to the Academic Senate website for campus guidelines and policy statements as they develop their individual course policies.

8. Special Needs Statement

Required statement in standard course outline and each syllabus:

*It is the student’s responsibility to notify the instructor in advance of the need for accommodation of a university verified disability.*

9. Selected Bibliography (1-2 pages; must be in APA format)

10. In keeping with the CSU Assistive Technology Initiative (Fall 2007), instructors are required to make their course syllabi and materials accessible to all students, including print and e-versions.
ATTACHMENT 4.6

COURSE SYLLABI AND STANDARD COURSE OUTLINES

(Supersedes PS 04-05)
This policy statement was recommended by the Academic Senate on September 22, 2011 and approved by the President on September 27, 2011.

I. OVERVIEW

It is essential that all students have access to the basic information about the courses in which they are enrolled.

Therefore, in every course, the instructor(s) must provide the students with a syllabus in at least 10-point type font and that meets the requirements for the Accessible Technologies Initiative and all other pertinent requirements for the Americans with Disabilities Act (ADA).

This syllabus must include, but is not limited to, the information shown below.

The syllabus must either be provided in paper copy or be made available in electronic form. If the syllabus is only distributed electronically, the instructor must provide detailed instructions on how to access the syllabus. Unless circumstances dictate otherwise, the syllabus must be provided on or before the time of the second class meeting.

In the case of distance-learning classes that do not meet in person in the same physical setting, the enrolled students shall be provided with the electronic address, access instructions, and required information specified in the previous paragraph via either mail or e-mail.

II. COURSE SYLLABUS

Information that must be included in the course syllabus:

A. Instructor’s name, office number, office telephone number and/or e-mail address, and office hours;

B. Class term, meeting times, and location;

C. Course goals and/or objectives and/or expected student learning outcomes;

D. Required text(s) and/or materials and information on any course fee;
E. Types and sequence of assignments and basis for assigning course grade;

F. How the instructor will interpret the University withdrawal policy in this class;

G. A statement of, or reference to where students may find attendance policies and provision for makeup of assignments when there is an excused absence;

H. A reminder that it is the student's responsibility to notify the instructor in advance of the need for accommodations of a university verified disability;

I. Other information essential to the course, for example safety information, information about accessing online resources, information about assignments that must be accomplished at off-campus locations (e.g., field trips or service learning). Instructors should also refer students to the "General Regulations and Procedures" in the Catalog and are encouraged to discuss their interpretation of these General Regulations and Procedures, especially with regard to cheating and plagiarism.

J. Any course that uses hybrid, local online, or distance education course delivery shall explain the following issues in the course syllabus:

1) How the instructor will communicate with the students and how the students will communicate with each other;

2) How online participation will be assessed and graded;

3) How the instructor will monitor the online activities of the students;

4) How the standards of appropriate online behavior will be maintained;

5) The level of technical competence required of the students;

6) What the minimum computer hardware and software requirements are for the class, and what department, college, or University facilities are available to support these requirements for students who cannot afford to buy the technology;

7) The alternative procedures for submitting work in the event of technical breakdowns; the on-campus meeting requirements, if any; how academic honesty will be enforced. If some of the information is subject to change, that fact should be noted in the syllabus (e.g., due dates and exam dates).

Faculty members must submit copies of the syllabus for each course to the department office. Departments and programs will keep a copy of each syllabus for at least five (5) years.
The department will submit copies of all course syllabi to the University Library in a format specified by the Library by the census date of the term. A model syllabus has been prepared by the Faculty Center for Professional Development and is available on the Center's website.

III. STANDARD COURSE OUTLINE

Course syllabi must conform to the standard course outline (SCO) for the course. Standard course outlines for all courses should be kept on file by the departments, programs, or colleges that offer them. Colleges may choose to develop standard course outline templates appropriate to their disciplines. A standard course outline template and sample are available in the curriculum handbook.

At a minimum all standard course outlines should contain the following:

A. The catalog description of the course;

B. A statement of course objectives and student learning outcomes, including those related to General Education, when applicable;

C. An outline of the subject matter to be covered. The outline may be thematic and/or sequential;

D. Any instructional requirements of all faculty teaching the course, including policies regarding textbooks, testing systems, grading systems, integration of laboratory or other non-lecture/discussion components of the course, and other "administrative" aspects of the course, such as repeatability and requirements for hybrid/blended, local online, or distance education courses.

A revised standard course outline for lower-division courses is required by the Curriculum Office if the change to the course changes the community college articulation agreement in any way or if an articulation agreement is being initiated.
Attachment 4.7
California State University, Long Beach

<table>
<thead>
<tr>
<th>Fee Category</th>
<th>Description</th>
<th>Examples of Fees</th>
<th>Approvals</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category I.</strong> Fees paid to apply to, enroll in or attend the University</td>
<td>1a. System wide Fees</td>
<td>Only includes State University Fee and Application Fee</td>
<td>Only the Board of Trustees may establish or adjust</td>
<td>N/A - The Campus has no authority to add or modify the system wide fees.</td>
</tr>
<tr>
<td><strong>Category I.</strong> Fees paid to apply to, enroll in or attend the University (non system-wide fees)</td>
<td>1b. Campus Mandatory Fees</td>
<td>Only includes registration Fees (USU, ASI, IRA, Health, ID Card, Facility).</td>
<td>Only the Chancellor may approve new fees, the President may adjust fees with the recommendation of the Student Fee Advisory Committee (SFAC) and a student fee referendum (some exceptions allowed).</td>
<td>1. Establish a New Category I Fee (requires completion of Supplemental information Sheet for New Category I Fee also) 2. Increase an Existing Category I Fee 3. Decrease an Existing Category I Fee 4. Abolish an Existing Category I Fee 5. Course Fee Suspension Form</td>
</tr>
<tr>
<td><strong>Category II.</strong> Fees to pay the full cost of instruction</td>
<td>System-wide Fees</td>
<td>Only includes Nonresident Tuition</td>
<td>Only the Board of Trustees may establish or adjust</td>
<td>N/A - The Campus has no authority to add or modify the system-wide fees.</td>
</tr>
</tbody>
</table>

Policy/Process
The CSU Board of Trustees established a Student Fee Policy (Executive Order No. 740) that defines 4 fee categories and "establishes authority, responsibility, and accountability with regard to CSU student fees." Responsibilities outlined in the policy include the establishment of a student fee advisory committee with a student majority for appropriate and meaningful consultation on the establishment, modification, or deletion of fees.

The following chart details each category of fee, description, examples, required approvals, and required forms with a link to the forms on the DAF website.
<table>
<thead>
<tr>
<th>Category III.</th>
<th>Fees other than category 1 to receive materials, services or for the use of facilities or to enroll in a self-support instructional program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course fees</strong> and user fees</td>
<td><strong>Science lab fees, field trip fees, Parking, Housing, SOAR, Etc.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category IV.</th>
<th>Fees or deposits to reimburse the University for costs resulting from dishonored payments, late submissions or misuse of property or as a security or guarantee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Penalty Fees</strong></td>
<td><strong>Late registration fee, late payment fee, missed deadline fees, chemistry breakage, lost keys, etc.</strong></td>
</tr>
</tbody>
</table>

**Required Steps - Establish/Increase/Decrease/Suspend/Abolish Fees**

1. **Department** - The department selects the appropriate form per the above chart. See link to forms in chart. The department fills out the forms and provides the required signatures as per the direction attached to the form. The completed forms are then submitted to the Bursar's Office.

2. **Bursar's Office** - The Bursar's Office reviews all forms to determine if the request is in accordance with the applicable policies, rules and regulations of the campus and EO-740 and EO-919. The Bursar's Office then forwards the fee request to the Vice President of Administration & Finance or designee. If it is not in compliance, it is returned to the originator.
3. **Vice President of Administration & Finance** - The VP of Admin and Finance or designee reviews the Bursar's Office recommendation to establish, modify or delete a fee and renders a decision to approve or deny the request. In the case of denial, a rationale is provided. The approved fee is then forwarded to the Student Fee Advisory Committee for advisory review.

4. **Student Fee Advisory Fee Committee** - The Student Fee Advisory Committee (SFAC) reviews all fee requests and makes its recommendations to the President's Office in the case of new fees or fees increased above the approved range.

5. **University President** - The President takes the recommendations of the SFAC and makes the final decision on all increases. For new fees, the President forwards the campus recommendation to the Chancellor's Office for final approval of the fee. For decreases, suspensions, or abolishment of fees, the President is informed but no approval is necessary.

6. **Chancellor's Office** - The Chancellor's Office must approve all new fees. If approved, an Executive Order is issued. If denied, a letter of explanation is sent to the campus.

**Setup of New Fees upon Approval**

1. **Division Finance Officer or Administrative Services Manager** - The DFO or ASM submits a request for new account chartfields. The first step to establishing or modifying financial chartfields is to complete a Chartfield Request Form. The information you complete on this form will add/modify/inactivate or reactivate a chartfield value. Instructions on how to complete this form are located to the right of the form. Any questions regarding this form should be directed to Financial Management, Ext. 5-8545.

2. **Bursar's Office** - An Item Type Request Form is completed by the Bursar's Office when the Chartfield Request form is approved. The Bursar's Office then sets up or modifies an Item Type in the Student Financial System.

3. **Controller's Office** - The Controller's Office provides final approval of all chartfields in the Finance System and sets up necessary general ledger accounts to track the revenue and expenses related to all fees. Notification of approval and set-up is then sent to the DFO or ASM by the Controller's Office.

**Announcement of Fee Changes**

1. **Departments** - The colleges or departments are responsible for the necessary updates to the Schedule of Classes and other communication to all students and appropriate departments.

**Reporting/Annual Review**

1. **Division Finance Officer/Administrative Services Manager** - Each DFO/ASM is responsible to ensure all expenditures charged against the fee revenue are directly related to the purpose for which the fee was authorized. Additionally, the DFO/ASM responds to request for the annual review of existing fees as required by EO-740.
2. **Controller's Office** - The Controller's Office performs an annual review of trust accounts so that all necessary compliance and initial year-end reviews are made prior to the actual year-end closing.

3. **Bursar's Office** - The Bursar's Office prepares the student fee reports as requested by the Student Fee Advisory Committee as well as the Chancellor's Office on an annual basis. The Bursar's Office performs an annual review of fees including the review of all changes, new fees, etc. The purpose for this review is to ensure any carryover balance are within the required range or are returned to the students.
Academic Technology and the Mode of Instruction

This new policy was recommended by the Academic Senate on May 1, 2003 and approved by the President on June 17, 2003.

Preamble

Academic technology provides a variety of communication modes that do not depend on face-to-face contact. These modes of communication differ qualitatively from earlier attempts at distance communication because academic technology enables meaningful and timely interaction between faculty and students. Used properly, these new communication modes may allow the University to achieve its mission more fully by allowing exploration of effective instruction and by addressing such factors as large densely populated urban service areas, dispersed student population, expected enrollment growth, and limited space on campus. Used improperly, technology-based communication may dilute the quality of instruction. The purpose of this policy is to protect the quality and climate of the educational environment as we move to incorporate academic technology into the mainstream of instruction at California State University, Long Beach. This document sets forth some foundational structures needed to facilitate such a substantial change in pedagogy. It shall apply to all credit-bearing courses and programs offered by California State University, Long Beach. This policy does not favor any one mode of communication for use in teaching and learning.

In recognition of the rapid pace of technological development and the significant nature of the changes proposed in this document, the Academic Senate shall review this policy regularly at three year intervals as long as such review is needed.

Definition of Terms

1. Academic Technology refers to the subset of telecommunication, multi-media, and information technology that is dedicated to supporting teaching and learning.

2. A Course refers to an approved unit of curriculum that appears in the catalog. A Class or Course Offering is an instance of a course that appears in the schedule of classes.

3. Supplemental Tool refers to the use of a special medium such as Academic Technology to disseminate course materials or to conduct class activities in or out of the classroom. While use of supplemental tools may have a significant impact on the learning experience, they usually do not change the scheduling of classes.
4. The **Instructional Mode** of a class refers to the structural aspects of a course that have a major influence on the scheduling of classes. Established rubrics for instructional mode include the seminar, discussion class, activity class, laboratory, lecture/discussion, field supervision, and studio. This policy introduces four additional rubrics for instructional mode: traditional, hybrid, local online, or distance education.

5. A **Traditional Class** is a course offering that depends on face-to-face contact such as lecture, discussion, demonstration, and direct exchange of materials as the primary method of communication. It is usually scheduled in a classroom, laboratory, or studio. Such an offering may or may not use technology as a supplemental tool. When a course is offered in a traditional format, the class-scheduling pattern for a traditional class is considered to be the standard scheduling format for the course.

6. A **Hybrid Class** is a course offering that depends on both academic technology and face-to-face contact as significant components of communication between student and instructor and among students. One-third to two-thirds of the student/faculty and student/student contact time uses academic technology to structure remote activities. The remaining communication is face-to-face, similar to a traditional class.

7. A **Local Online Class** (LOC) is a course offering in which the majority of the instruction occurs when the student and instructor are not in the same place. A Local Online Course uses Academic Technology to mediate most teaching and learning, but it may require up to two hours of face-to-face meetings per unit on the California State University, Long Beach campus within the given semester. These face-to-face class meetings may be used for activities such as orientation, special in-class presentations, exams, or other in-class proofs of competency.

8. A **Distance Education Class** is a course offering in which communication between faculty and student occurs primarily via academic technology, but it may also include off-site meetings. Distance Education courses have no class meetings on the California State University, Long Beach campus. These course offerings may vary significantly by Program.

**Note:** Descriptions of each of the above designations shall be included in all University publications that describe course content and class scheduling.

**General Principles**

1. Traditional, hybrid, and local online or distance education course offerings are all recognized as legitimate instructional modes offered by California State University, Long Beach.

2. The faculty of departments and colleges shall govern all decisions related to the instructional mode of courses.

3. The instructional mode has a significant impact on the learning experience in a class. Thus, departments and colleges shall consider this impact explicitly as part of their curriculum approval and review processes.
4. The same course may be approved for more than one mode of instruction. If a course is offered in multiple sections, then different sections may have different modes of instruction. All instructional modes approved for a given course shall meet equivalency criteria established by the department and shall be subject to review by the college.

5. In scheduling multiple section courses, the department and college shall determine the number of classes offered in each approved instructional mode.

6. When a class has been advertised in the schedule of classes as using a particular mode of instruction, the university will undertake all reasonable efforts to offer that class in that mode. However, departments may make adjustments to the advertised mode of instruction to accommodate the late assignment of instructional faculty, changes in the availability of facilities and resources, or other necessities that arise after a schedule has been published.

7. To preserve academic quality, the class size must be appropriate for the student learning activities associated with the course. The presumption is that courses offered by hybrid, local online, or distance education should have class size limits that do not exceed those of traditional sections of the same course. Exceptions to this principle may be approved on a case-by-case basis using the curriculum approval processes of the department and college.

8. All online materials created for use in instruction at California State University, Long Beach shall be accessible to all instructors, assistants, and students affiliated with the class regardless of ability or disability. Such materials must be in compliance with the Americans with Disabilities Act and all California State University, Long Beach policies on Internet Accessibility.

9. The mode of instruction of a given course shall not restrict the communication between instructors and students or between students and students in the same class. In particular, all classes that provide less face-to-face contact than a traditional class of the same course shall provide the opportunity for substantial, personal, and timely interactions between faculty and students and among students.

10. The University shall publish the mode of instruction and technological requirements of each course prior to the offering of the course. Whenever possible, this information will appear in the Schedule of Classes and in all online updates to the Schedule.

11. The campus will adhere to standards for academic technology uses in traditional, hybrid, and local online or distance education courses provided by accreditation bodies and the CSU System.

**Curriculum and Instruction/Evaluation**

1. The mode or modes of instruction for a new course or program shall become part of each new curriculum proposal. The instructional mode shall be approved under the normal curricular approval process and subject to the principles set forth in this policy.
2. All courses that use hybrid and local online or distance education course delivery shall discuss the following issues in the course syllabus/outline:

- How will professors communicate with students and how will students communicate with each other?
- How is online participation assessed and graded?
- How will the instructor monitor the online activities of students?
- How will standards of appropriate online behavior be maintained?
- What level of technical competence is required of students?
- What are the minimum computer hardware and software requirements for the class, and what department, college, or University facilities are available to support these requirements for students who cannot afford to buy the technology?
- What are the alternative procedures for submitting work in the event of technical breakdowns?
- What are the on-campus meeting requirements, if any?
- How is academic honesty enforced?

3. A new course may be approved for one mode of instruction and not approved for other modes of instruction.

4. For existing courses, approval for using a new instructional mode shall by reviewed using the normal curriculum processes of the department and college and shall be subject to the principles set forth in this policy.

5. An existing course may be experimentally offered for a maximum of two semesters using a new instructional mode with the approval of the department chair or the department curriculum committee. The department and college curriculum processes shall be used to approve subsequent offerings of the same course in the new format.

6. If a previously certified General Education (GE) course is offered using a new instructional mode, then the course remains GE certified subject to department and college approval and provided that the course meets the essential provisions of the standard course outline that was approved for GE.

7. GE Certification and re-certification should examine and evaluate the effectiveness of instruction in all modes used for a given course.

8. In the event of a dispute regarding the instructional mode of a course, the department chair or designee, the college dean or designee, and the college curriculum committee shall conduct a review of the course and instructional mode in question. In the event a deficiency is uncovered in this process, the course may be sent back to the department for revision. Approval to offer the course in the given instructional mode shall be removed until the deficiencies are addressed and approved by the college curriculum committee.

9. At the program level, periodic program reviews shall evaluate the effectiveness of instruction for all instructional modes in use. Care should be taken to abide by the standards established by the appropriate accrediting agencies and by the CSU System.
Faculty Rights Relative to Course Instructional Mode

1. Each instructor is free to choose any approved mode of instruction for a course to carry out a course assignment. However, the instructor's request to offer a course in a particular mode may be denied if it is made after the Schedule of Classes has been established.

2. Faculty shall have full control of the content of their technologically created course materials at the time of production, at any time during their use, and thereafter.

3. No institution or person shall sell, retransmit, modify, or otherwise reuse course-related materials produced by a member of the faculty for any purpose without the written consent of the faculty member.

4. The university shall offer the necessary training and support services for faculty teaching with Academic Technology.

Student Rights Relative to Course Instructional Mode

1. Student access to the faculty shall not be reduced by the instructional mode of a class.

2. The University shall make every effort to inform students of the mode of instruction and technological requirements of a course offering before the student enrolls in the class.

3. Matriculated students enrolled in non-traditional classes shall have access to on-site academic advising services at California State University, Long Beach.

4. All students have equal access to the library and other on-site learning resources offered at California State University, Long Beach.

5. Students in non-traditional classes shall have reasonable support services. These include:

   • Phone-based and online technology help to handle student questions and to refer students to appropriate available services for hybrid and local online or distance education courses;
   • Online and phone-based access to university administrative services;
   • Online dissemination of information describing the resources available for obtaining the technical competence needed to succeed in a specific course offering;
   • Online access to the library research databases and other research related resources.

6. The University shall provide adequate technical support for academic technology.
Support for Academic Technology: Facilities and Resources

1. Consistent with the mission of California State University, Long Beach, funding for all instructional modes for courses shall be provided as needed and shall be subject to the decisions of the Division of Academic Affairs.

2. Faculty members who use University-supported resources shall not be held responsible for the technical support of these resources.

3. Faculty choosing to use non-University-supported resources, such as third-party servers and non-University-supported software, shall state in their syllabi that the University will not provide technical support for those resources and that the University does not endorse any products which may be advertised through those resources. These faculty members are responsible for compliance with all principles of this policy, including, without limitation, technical support for students and adherence to the Americans for Disabilities Act and all California State University policies on Internet access.

Academic Integrity

1. The academic integrity of a course is ultimately the responsibility of the faculty member. Consistent with University Policy Statement 85-19, Cheating and Plagiarism, reasonable safeguards shall be in place to ensure academic honesty regardless of the instructional mode.

2. The University shall maintain a variety of assessment tools designed to support faculty efforts to enforce academic integrity in hybrid and in local online or distance education classes.

3. The University shall provide information for faculty involved in Academic Technology that describes the variety of assessment tools available for student work in non-traditional classes, the relative level of security of these assessment tools, and any existing methods for limiting cheating and other forms of academic dishonesty when using these tools.

EFFECTIVE: Fall 2003
Section Five - Academic Program Review

Policy Statement 10-12 “Policy on Program Review” was recommended by the Academic Senate on October 21, 2010 and approved by the President on October 27, 2010. Supersedes Policy Statement 5-11.

In a university dedicated to becoming an effective teaching and learning organization, all academic programs and units engage in self-assessment and continuous improvement. A program review is a periodic report to the University on these activities underway in academic programs and units. Program review looks not only back at what has occurred since the last review, but also provides the context for future planning by the faculty and staff members of the program or unit.

In the following pages, the title of the relevant section of the Academic Senate policy on program review appears first in bold, followed by additional information on implementation of each section.

1.0 INTRODUCTION

Inquiry is a driving force in higher education. It motivates the work of individual scholars as well as the endeavors of academic programs. Applying inquiry at a program level is essential for the university to become a learning - as well as a teaching - organization.

No process of program review that is merely a periodic, isolated response to external demands can be successful. Program review will be useful only to the extent that it is a systematic, developmental, ongoing process of inquiry conducted by academic programs for their own improvement. A continuous process that focuses on helping students to meet learning outcomes can also aid academic programs in planning for both the short and long range, in developing curricular offerings, in documenting successes, and in substantiating resource needs. It is in this context that the Academic Senate policy on Program Review was adopted. The following curriculum handbook is designed to provide guidance through specific elements of that policy.

2.0 PROGRAM REVIEW RESPONSIBILITY

2.1 Institutional Structure: All degree-granting programs and academic support
units in the Division of Academic Affairs must be reviewed. Program review is a shared responsibility of the Division of Academic Affairs, Academic Senate, and the Faculty.

2.2 Degree-granting Programs: Review of degree-granting programs is conducted by the Program Assessment and Review Council of the Academic Senate, the College, and the Division of Academic Affairs. A degree-granting program is defined as an academic program that leads to a baccalaureate, masters, or joint doctoral degree.

2.3 Academic Support Units: Review of academic support units is conducted by the Program Assessment and Review Council of the Academic Senate and the Division of Academic Affairs. An academic support unit is defined as a unit within the Division of Academic Affairs that supports student learning.

The responsibility for program review will be coordinated for the Division of Academic Affairs by the appropriate administrator in the Office of the Provost and the Director of Program Review and Assessment; for the Academic Senate by the Program Assessment and Review Council; and for the colleges by the dean and faculty council of each college.

3.0 FREQUENCY OF PROGRAM REVIEW

3.1 Degree-granting Programs or Academic Support Units with Accreditation: Normally, the cycle of program review for degree programs or academic support units with nationally recognized accreditation will coincide with the accreditation period but not to exceed ten (10) years.

3.2 Degree-granting Programs and Academic Support Units without Accreditation: Normally, the cycle of program review for degree-granting programs and academic support units without nationally recognized accreditation will occur once every seven (7) years.

3.3 When circumstances warrant, the frequency of review may be extended or reduced by the Division of Academic Affairs in consultation with the College Dean or appropriate administrator and the Chair of the Program Assessment and Review Council of the Academic Senate.

Program reviews should occur not less than once every seven years (unless the program is accredited); however, they may occur more frequently. For accredited programs, the frequency should coincide with the accreditation cycle, but not to
exceed ten years. If circumstances warrant, for example, if an academic department gains or loses accreditation for its degree program(s), the frequency of program review may be extended or reduced by the Division of Academic Affairs in consultation with the college dean or appropriate administrator and the Chair of the Program Assessment and Review Council of the Academic Senate.

The intent is for all degree programs within an academic department, at both the undergraduate and graduate levels, to be reviewed at the same time, unless the program requests otherwise and the college dean approves the request. Both accredited and non-accredited degree programs within an academic department may be reviewed at the same time, unless the program requests otherwise and the college dean approves the request.

All requests for adjustments to the frequency of program review should be initiated by the program or unit and addressed to the college dean or appropriate administrator. If the dean or administrator approves, the request should be forwarded to the Division of Academic Affairs, which will consult with the chair of the Program Assessment and Review Council of the academic senate, and render a final decision.

4.0. COMPONENTS OF PROGRAM REVIEW

4.1 The degree-granting program or academic support unit shall address the components of program review according to the guidelines in the CSULB Curriculum Handbook. These include: the self-study; the review; the University Program Review Committee report; the memorandum of understanding; and the annual report.

4.2 For programs or units with nationally recognized accreditation, documents prepared for accreditation, visits from the accreditation body, and reports from the accreditation body shall normally be accepted as satisfying these components in whole or in part, as stipulated in this policy.

There are five major components of program review: the self-study; the review; the University Program Review Committee report; the memorandum of understanding (MOU); and the annual report. These components are described below and examples are provided in the Appendix.

5.0 PROGRAM REVIEW INFORMATION

5.1 The chair of a program or the director of a unit with national accreditation may
request of the college dean or appropriate administrator that a self-study prepared for accreditation be accepted as satisfying the requirement for a self-study; that a visit by accreditation body be accepted as satisfying the requirement for an external review; and that an accreditation report be accepted as satisfying the requirement for a University Program Review Committee report.

5.2 Each year programs and units that are scheduled for program review will be notified of the due date for their self-study. A template for the Elements of the Self Study for Degree Granting Programs and for Academic Support Programs can be found at:

6.0 SELF-STUDY

6.1 A self-study shall be prepared in accordance with the guidelines in the CSULB Curriculum Handbook.

6.2 For programs or units with nationally recognized accreditation, the self-study prepared for accreditation shall normally be accepted by the College Dean or appropriate administrator and the Division of Academic Affairs for satisfaction of this requirement.

The self-study is a document prepared by the program or unit addressing the Elements of the Self Study. The self-study is a collaborative effort of all the members of the program or unit under review. The entire personnel of the program or unit, including faculty, professional staff, and students, should participate in some aspect of the self-study process. The program or unit must allow faculty and professional staff members the opportunity to review and comment on the self-study before forwarding the self-study to the college dean or appropriate administrator.

The program or unit gathers data required for the Elements of the Self Study, then analyzes past program review reports, memoranda of understanding, and assessment reports in crafting its self-studies. All programs or units collect information on the goals for student learning outcomes, the assessment of student learning, and how the program unit has used assessment data to make improvements. Information supplied by the Office of Institutional Research or other campus units should also be analyzed.
The self-study should address all of the academic offerings of the program or unit. If a program offers both graduate and undergraduate degrees, both normally should be addressed in the self-study. Other offerings of the program, such as minors, certificates, credentials, or general education courses, as well as distance learning, should also be included in the self-study. It is assumed that all academic degrees offered by a program will be reviewed at the same time, unless the program requests otherwise and the college dean approves the request.

The body of the self-study report should not exceed 50 double-spaced pages (not including appendices, which should not exceed 20 pages). The self-study for academic support units should not exceed 30 single-spaced, one-sided pages.

An academic program or unit with national accreditation may request that a self-study prepared for the purpose of accreditation be accepted, in whole or in part, as fulfilling the requirement for the self-study for University program review. The request will normally be approved by the college dean or appropriate administrator and the appropriate administrator in the Office of the Provost. However, the program or unit may be required to submit additional information to address the topics in the Elements of the Self-Study or to fulfill requirements set by the Chancellor’s Office and / or the campus.

After the self-study is complete, it is forwarded to the college dean or appropriate administrator for approval. The dean or administrator approves the self-study and notifies the program or unit to send out the document in electronic form to the Office of the Vice Provost for Academic Affairs and to the Office of Program Review and Assessment. An additional copy should be provided to the University Archives.

Self-studies originally developed for accreditation should be provided in electronic form to the Director of Program Review and Assessment.

7.0 UNIVERSITY PROGRAM REVIEW COMMITTEE

7.1 The Committee for degree-granting programs shall be comprised of three (3) members: Two (2) members shall be selected by the Program Assessment and Review Council from its current members who are not from the College of the degree-granting program being reviewed, with one serving as Chair of the Committee, and one (1) member shall be selected by the appropriate College Faculty Council. Faculty from the degree-granting program being reviewed are not eligible to serve on the Committee.
7.2 The Committee for academic support units shall be comprised of three (3) members: Two (2) members shall be selected by the Program Assessment and Review Council from its current members, with one serving as Chair of the Committee, and one (1) member shall be selected by the Program Assessment and Review Council from the Faculty or professional staff at large. Faculty or professional staff from the academic support unit being reviewed are not eligible to serve on the Committee.

Appointments to the University Program Review Committee are initiated by the Chair of the Program Assessment and Review Council of the Academic Senate. For degree- granting programs, the council chair designates two members of the council to serve on the review committee, with one designated as committee chair. The Chair of the PARC also contacts the specific college Faculty Council to obtain one additional member.

Members of the program under review are not eligible to serve on the University Program Review Committee.

For academic support units, the Chair of the PARC designates two members of the council to serve on the review committee, with one designated as committee chair, and the PARC designates a third member of the review committee from the faculty or professional staff at large. Faculty or professional staff from the program or unit being reviewed are not eligible to serve.

The University Program Review process consists of the appointment of a University Program Review Committee and one or more external reviewers for each program or unit being reviewed; the careful reading and analysis by all members of the review committee (including external reviewers) of relevant documents provided by the program or unit being reviewed; a visit to the program or unit coordinated between university reviewers and external reviewers; and the completion of an evaluative report. Visits for the University Program Review Committee should include meetings with the College Dean or appropriate administrator, the program chair or unit director, faculty, staff, and students; meetings with other groups, as appropriate (e.g., employers, advisory boards); and visits to campus facilities (e.g., library, laboratories, classrooms) as appropriate.

The University Program Review Committee should conduct as many of these meetings as possible in conjunction with the external reviewer(s). The external reviewer(s) may have additional meetings apart from the University Program Review Committee, e.g., with the Provost and/or the appropriate administrator in the Office of the Provost. A sample visit schedule for external reviewers can be found in the Appendix and on the PARC website. Time may be set aside for the
University Program Review Committee to meet and confer with the external reviewers, both at the beginning and at the end of the campus visit.

### 8.0 EXTERNAL REVIEW

8.1 External reviewers will be selected by the Division of Academic Affairs in consultation with the College Dean or appropriate administrator and the Chair of the degree-granting program or Director of the academic support unit.

8.2 For programs or units with nationally recognized accreditation, the visit of the program or unit conducted by the accrediting body shall normally be accepted by the College Dean or appropriate administrator and Division of Academic Affairs as satisfying this requirement.

8.3 Reports from any external reviewer(s) (including reports from accrediting bodies) will be considered by the University Program Review Committee in preparing its final report.

The Division of Academic Affairs, in consultation with the college dean or appropriate administrator, determines the number of external reviewers. The charge of external review is to provide substantive feedback from knowledgeable peers in the discipline being reviewed. For programs or units with nationally recognized accreditation, the program chair or unit director may request of the dean or administrator that the reviewer(s) from the accreditation body be accepted as fulfilling this purpose, and this request will normally be approved. As discussed below, "external reviewers" refers also to reviewers from accreditation bodies.

The Division of Academic Affairs solicits names of potential external reviewers from the program or unit and the college dean or appropriate administrator and adds those names to a pool of potential external reviewers. After consultation with the program or unit and dean or administrator, the Division of Academic Affairs then makes the final choice from the pool and appoints one or more to assist the University Program Review Committee.

The Division of Academic Affairs coordinates with the external reviewers on the extent of their participation in the review. In addition to the meetings undertaken jointly with the University Program Review Committee, the external reviewers will have both a preliminary meeting and a final exit interview with the Vice Provost and the appropriate college administrator. External reviewers will also meet separately with the department chair, faculty, staff, students, and other relevant
stakeholders during the course of the review.

Ideally, one joint visit will be made to any program or unit by the external reviewers together with the University Program Review Committee. After the external reviewers have been identified, the Director of Program Review & Assessment will coordinate with the external reviewers on the specific dates of the campus visit, and the program or unit will set up the daily schedule of meetings for the external reviewers. The Division of Academic Affairs will notify the Chair of the Program Assessment and Review Council that a University Program Review Committee needs to be appointed, and will advise the Chair of PARC on the dates of the visit of the external reviewers. The Division of Academic Affairs is responsible for the cost of travel, lodging, and honorarium. The program or unit is responsible for all other costs, such as meals.

Visits by external reviewers are expected to extend over two (2) days. After their visit, external reviewers are expected to write an independent evaluative report and transmit it to the Division of Academic Affairs. In the event a timeline conflict exists between the University and the Accrediting body, the accreditation timeline will prevail. The Division will send copies to the Chair of the University Program Review Committee, the college dean or appropriate administrator, and the program or unit under review. The program or unit will have 15 working days to respond to factual errors in the external reviewers’ report. Any responses should be sent by the program or unit to the college dean or appropriate administrator, the Division of Academic Affairs, and the Chair of the University Program Review Committee.

9.0 UNIVERSITY PROGRAM REVIEW COMMITTEE REPORT

9.1 The University Program Review Committee shall prepare a final report. The University Program Review Committee’s report is a document that analyzes information, evaluates findings, and makes recommendations for future actions. The report of any external reviewers and/or accreditation visitors will be taken into account when preparing this report. For programs or units with nationally recognized accreditation, the program chair or unit director may request that the report from the accreditation body be accepted as fulfilling this purpose.

The chair of the University Program Review Committee coordinates the writing of the final report. The committee chair solicits or reviews input from all participants in the review, including from external and/or accreditation reviewers. The chair should share a draft of the final report with the program or unit under review for the purpose of allowing comments on the draft before it is finalized. The program
or unit under review will have 15 working days to respond. Any comments not incorporated into the final report should be appended.

The report should address the major topics covered in the self-study, including:

1. an evaluation of the program or unit goals for student learning outcomes;
2. an evaluation of the program or unit assessment of student attainment of these goals;
3. an evaluation of the use of assessment data by the program or unit to make improvements.

Recommendations should also appear in the concluding section of the report.

9.1.1 The Chair of the University Program Review Committee will send draft copies of the Committee's report to the Chair of PARC for review. Once the PARC steering committee accepts the report, the Chair of PARC will send the report to the program chair or unit Director for comments and to the College Dean or appropriate administrator for comments and/or recommendations; comments and/or recommendations must be returned to the Committee Chair within 15 working days.

9.1.2 After the comment period, the Chair and other members of the University Program Review Committee will present the report (and any comments) to the Program Assessment and Review Council in a regularly scheduled meeting. The College Dean or appropriate administrator and the program Chair or unit Director will be invited to attend and to participate in the meeting.

9.1.3 After the presentation, the Chair of the University Program Review Committee will finalize the report within five (5) working days and send the final report to the program Chair or unit Director, the College Dean or appropriate administrator, the Division of Academic Affairs, the office of the Academic Senate, and the University Archives.

9.2 At the end of each academic year, the Chair of the Program Assessment and Review Council will prepare a summary of all program reviews completed during the year and forward it to the Division of Academic Affairs.

10. MEMORANDUM OF UNDERSTANDING (MOU)

10.1 Upon receipt of the final report of the University Program Review Committee, the program Chair or unit Director, the College Dean or appropriate administrator, and the Division of Academic Affairs will have 20 working days to review all reports and recommendations. The Division of Academic Affairs will then discuss the recommendations and actions to be taken with the College Dean or appropriate administrator and the program Chair or unit Director.
10.2 The consensus agreement will be embodied in a memorandum of understanding (MOU), which will be in effect for the duration of the review cycle.

10.3 The MOU will be kept on file in the program or unit, the College, and the Division of Academic Affairs.

The agreement on actions to be taken by the program or unit, the college dean or appropriate administrator, and the Division of Academic Affairs during the years until the next review is written in the form of a Memorandum of Understanding (MOU). The actions stipulated in the MOU are to be implemented by the relevant parties during the next review cycle. A sample MOU is included in the Appendix report. A copy of the MOU will be kept on file in the program or unit, the College, the Division of Academic Affairs, and the University Archives.

11.0 BIENNIAL REPORT

11.1 Every other year, on a predetermined schedule, all degree-granting programs and academic support units (with or without nationally recognized accreditation) will provide an assessment report to the Division of Academic Affairs and the College Dean or appropriate administrator. This biennial report will provide a discussion of the program learning outcomes assessed over the cycle, the results of that assessment, and the actions taken by the program to respond to the assessment results. Contained in the same report will be a brief discussion of any items not relating to assessment that were part of the MOU. Within eight weeks of receiving the biennial report, the Division of Academic Affairs will provide a response to the assessment report. The Self Study may be substituted for the biennial report if it falls during the same year. Biennial reports are due during program review years.

11.2 The biennial report should provide continuity over time through discussion of continuous improvement. A copy of the report will be kept on file in the program or unit, the College, and the Division of Academic Affairs. The response from the Division of Academic Affairs will also be distributed to the program or unit, the College, and University Archives.
Section Six - General Education

General Education is an important part of the undergraduate educational experience. It is, as the Association of American Colleges & Universities notes, a critical component of a "high quality education that develops intellectual and ethical capacities; expands cultural, societal, and scientific horizons; cultivates democratic and global knowledge and engagement, and prepares graduates for successful participation in a dynamic and rapidly evolving economy." A well-planned General Education program of study will provide students with the skills they will need to excel in whatever disciplines and careers they choose to pursue.

The components of an undergraduate education include the Major, in which the student acquires depth of knowledge in a chosen discipline; Electives that allow a student to explore personal or career-related interests; and General Education, in which students develop competency in academic skills that are essential to student success. General Education offers students broad knowledge beyond the focus of the major, as well as exposure to the rich diversity of the human experience. General Education (sometimes referred to as GE) should foster habits of mind that lead to lifelong learning and prepare graduates for full and productive lives.

Authority

General Education Breadth Requirements are specified in the California Code of Regulations, Title 5, Section 40405. This authority is further defined in CSU Executive Order No. 1065 governing General Education. On the CSULB campus, General Education is regulated by Policy Statement12-00.

The authority to review and approve courses for inclusion in the General Education Master Course List belongs to the General Education Governing Committee (GEGC), with final authority residing with the Curriculum and Educational Policies Council (CEPC).

Proposals for approval of specific courses for General Education credit are submitted by the College Dean or designee directly to the Chair of the General Education Governing Committee (GEGC) via the Office of Undergraduate Studies and Advising. The GEGC reviews each course proposal and recommends action to CEPC. The CEP Council reviews GEGC's recommendation and submits its recommendations to the Provost and Senior Vice President for Academic Affairs for final action. Upon completion of this process, those courses approved will be placed on the General Education Master Course List.

General Education Student Learning Outcomes
Each CSU campus defines its GE student learning outcomes to fit with the framework of the four “Essential Learning Outcomes” drawn from the Liberal Education and American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities.

The “Essential Learning Outcomes” are:

Knowledge of Human Cultures and the Physical and Natural World
• Achieved through study in the Sciences and mathematics, Social Sciences, Humanities, Histories, Languages, and the Arts

Intellectual and Practical Skills, including
• Written Communication
• Oral Communication
• Critical Thinking
• Quantitative Reasoning
• Information Literacy and Technology Literacy
• Teamwork
• Creativity, Inquiry, and Discovery

Personal and Civic Responsibility, including
• Global Competencies
• Intercultural Competence (cultural values/traditions-U.S.)
• Ethical Reasoning and Social Responsibility
• Self-Understanding
• Foundation and skill for Lifelong Learning

Integrative Learning, including
• Synthesis and Interdisciplinary Methods of Inquiry

Framework of the General Education Curriculum

The General Education program sequentially introduces students to the mastery of academic skills along with a pattern of course work that will provide graduates with an understanding of 1) self, 2) the physical world, 3) the development and function of human society and its cultural and artistic endeavors, 4) methodologies and value systems, and 5) processes employed in human inquiries.

The General Education curriculum is organized into three (3) sequential phases: Foundation, Explorations, and Capstone. Students who begin their college careers at CSULB will complete all three stages, while community college transfer students who enter the university with a fully certified lower division General Education transfer program will be expected to complete the Capstone stage only, which may include Global and/or Human Diversity.
**Foundation:** Foundation courses are designed to provide development and improvement of fundamental academic skills that are critical to student success in college. Skills most central to academic success include 1) Written Communication, 2) Oral Communication, 3) Mathematical Concepts/Quantitative Reasoning, 4) Analytical and Critical Thinking, 5) Reading for Information, 6) Information Retrieval Literacy, and 7) Basic Technology Literacy.

**Explorations:** Exploration courses are intended to provide an opportunity to explore the various ways of acquiring and examining knowledge while continuing to develop the fundamental academic skills. Additional skills and attributes include 1) ethical reasoning, 2) analytical reading, 3) creativity, 4) respect for difference, 5) awareness of other cultures, 6) questioning of stereotypes, 7) values of citizenship, 8) negotiating skills, and (9) other attributes of use in a diverse society.

**Capstone:** Capstone courses are designed to bring the strands of General Education into focus and reinforce knowledge and skills acquired from many areas and to incorporate depth in the form of more sophisticated tools and analysis. These upper division courses develop advanced college skills, including 1) writing, 2) synthesis, 3) analysis, 4) critique, and 5) research and 6) application of knowledge. Capstone courses are intended to help students bring interconnectivity to the essential general education skills, disciplinary knowledge, the university experience, work, and life.

**Other Components Found Within the General Education Curriculum**

- **Global Issues:** All students must take one 3-unit course that focuses on Global Issues or world societies and cultures. Global Issues courses may be found in the Explorations and the Capstone stages.
- **Human Diversity in the U.S.:** All students must take one 3-unit course that focuses on instructive examples of Human Diversity in the U.S. Human Diversity courses may be found in the Explorations and Capstone stages.
- **U.S. History:** At CSULB, the GE curriculum integrates one 3-unit course in U.S. History. The U.S. History course is mandated by Section 40404 of Title 5 as part of the Social Sciences and Citizenship requirements.
- **U.S. Constitution and American Ideals:** At CSULB, the GE curriculum integrates one 3-unit course in U.S. Constitution and American Ideals. The U.S. Constitution and American Ideals course is mandated by Section 40404 of Title 5 as part of the Social Sciences and Citizenship requirements.

**Subject Area Distribution**

Each baccalaureate graduate shall complete a minimum of forty-eight (48) semester units of GE courses in the subject area distributions as described in the general education governing documents: California Code of Regulations, Title 5; CSU Executive Order; and campus Policy Statement.
CSULB General Education Framework (Effective Fall 2012)

- English Language Communication and Critical Thinking (Category A, 9 units)
- Science, Technology, and Mathematics/Quantitative Reasoning (Category B, 9 units)
- The Arts and Humanities (Category C, 9 units)
- Social Sciences and Citizenship (Category D, 9 units)
- Lifelong Learning and Self-Development (Category E, 3 units)
- Capstone (Category F, 9 units)

Course Approval Process

1. A request for GE approval originates in one of three places: 1) at the department level; 2) college level (college-based courses); or 3) at the university level via CEPC (e.g. University Honors Program or other university-level course). A course proposal specifically for General Education is prepared. The course proposal must explicitly outline and assess General Education learning outcomes. The Essential General Education Student Learning Outcomes are located on the General Education Program web site.

2. The GE course proposal is reviewed by Department Curriculum Committee and Department Chair. If the course proposal is approved, then the Department Chair forwards it to the College Curriculum Committee for review.

3. The College Curriculum Committee reviews the GE course proposal. If the course proposal is approved it is then forwarded to the College Dean (or designee).

4. After reviewing and signing off, the College Dean (or designee) forwards the GE Course Proposal to the General Education Governing Committee (GEGC) (a standing committee of the Curriculum and Educational Policies Council (CEPC). The Department Chair is copied on the transmittal to the GEGC.

5. GE course proposals approved by the department and college curriculum committees are submitted electronically by the College Dean (or designee) to the GEGC Chair via the Office of Undergraduate Studies.
6. The GEGC reviews the GE course proposal (written materials that are submitted). The GEGC Chair places the GE course proposal on a meeting agenda; department, college and Deans (or designees) are notified of the meeting date/time/location. Departments are not required to attend the GEGC meeting. If the GEGC requires more information, the department will be invited to the next meeting. Should the GEGC Chair anticipate a need for clarification, representatives for the proposal will be invited to attend the initial meeting. GEGC reviews the GE course proposal.

7. GE course proposal actions include: 1) approval of a new course; 2) reconfirmation of an already approved course; 3) reclassification of an already approved course (addition or deletion of classification); 4) pend an action to request additional information from the Department; 5) decertification of an already approved course; and 6) denial of approval of a course.

8. GEGC course proposal final actions are reflected in the GE Supplement for that semester. The GE Supplement is a report of GEGC actions/recommendations in regards to courses on the General Education Master Course List reviewed during that semester.

9. The GE Supplement is forwarded to CEPC for review prior to the end of each semester. If approved, it is forwarded to the Provost and Senior Vice President for Academic Affairs for final action.

10. After the Provost and Senior Vice President for Academic Affairs’ approval, the approved changes are updated on the GE Master Course List twice each academic year. The GE Master Course List is maintained by the Office of Undergraduate Studies and Advising. If the Provost and Senior Vice President for Academic Affairs does not approve the GE Supplement, the Supplement is returned to the CEPC for revision.

11. Courses new to general education are effective on the GE Master Course List the next semester after approval. For courses continuing on the GE Master Course List that request a change of any type, the effective date of the approval will be one (1) year after the approval.

12. Departments with courses on the GE Master Course List must report ongoing progress in their annual assessment reports.

13. Departments undergoing program review must complete the specific questions within the "Elements of the Self Study for Program Review of Degree Granting Programs."
General Regulations and Guidelines

1. Faculty developing a general education course proposal should be familiar with the general education policy and its expectations. (Please see Academic Senate web site - University Policy Statements or the GE Program website.)

2. The GEGC will look for documentation that the course is appropriate for and meets the criteria for the requested designation(s) and level. (Please see the current General Education Policy for the description of the designations and criteria.)

3. GEGC’s central focus in course proposal review is the achievement of the Essential General Education Student Learning Outcomes and not the traditional “discipline exclusiveness” (i.e. Foundation). Burden of proof for the development, achievement, and assessment of the student learning outcomes within a specific designation rests with the unit (e.g. program or department or college) developing the course proposal.

4. Departments should strive to design courses in which the GE learning objectives are integrated throughout the course.

5. Normally, a course should have a formal curriculum certification by the University and be listed as “active” in the Department’s Active Courses file (CS Link / Class Management – Active Courses) to be eligible for review by the GEGC.
   a. Exception: New course proposals to the university that are requesting general education approval are eligible for GEGC review concurrent with the university curriculum festival provided the GE course proposals have been approved by the department and college curriculum committees and the College Dean (or designee).

6. Course proposals and supporting documents, must be in electronic PDF format.

7. A GE Course Proposal consists of the following:
   a. General Education Course Proposal Action Form
      i. Available on the General Education Program website.
      ii. Courses cross-listed in more than one department/college must have been approved by both parties and submit to the GEGC coincidently.
   b. Standard Course Outline (SCO)
      i. Standard course outlines should adhere to their college or disciplines template.
      ii. Should your department/college not have a template, a standard course outline template and sample are available in the curriculum handbook.
iii. General Education Student Learning Outcomes are clearly identified.

iv. GE Student Learning Outcomes are clearly assessed.

c. Supporting documents:
   i. Statement on how the course meets the requested designations.
   ii. Statement about multiple sections/instructors conformity and uniformity.
   iii. Sample(s)
      1. Course Syllabus
         a. General Education Student Learning Outcomes are identified.
         b. GE Student Learning Outcomes are assessed.
      2. Examination questions, term paper topics, course projects, homework, or other assignments or activities, as appropriate.

iv. The GEGC may request additional information if the course proposal appears to be inadequate.

8. Courses in the Foundation phase are numbered 100-199.

9. Exploration courses include courses not in the Foundation phase or Capstone phase.

10. Courses can be designated as Global Issues or Human Diversity in the U.S. but not both.

11. Upper division GE courses - those numbered 300 or higher - must have the entire GE Foundation as prerequisites.

12. Capstone courses:
   a. Types: Advanced Skills, Service Learning, Interdisciplinary, Integrative Learning, and Writing Intensive.
   b. Demonstrably develop advance college skills, including synthesis and application of knowledge, analysis, critique, and research.
   c. Shall be upper-division.
   d. Entire GE Foundation as prerequisite.
   e. One or more Explorations courses as prerequisite.
   f. Writing Intensive courses enrollments shall not exceed 35 students.
   g. Writing component is a minimum of 2500 words with feedback and revisions (with the exception of Writing Intensive courses).
   h. Writing Intensive designation has a writing component minimum of 5000 words with feedback and revisions.
   i. Writing Intensive designated courses have specific final grade criteria.
   j. All capstones eligible for writing intensive designation
13. Exploration Courses:
   a. All areas outside the Foundation curriculum.
   b. Excludes Capstone courses.

14. GE courses are not designed for majors only unless it is an Integrative Learning Capstone.

15. No course identified as available for credit in a graduate program will be permitted for GE Credit.

16. Double numbered courses (400 and 500 level) may not be used for GE Credit.

**Course Recertification**

A department’s courses approved for General Education credit will be reviewed periodically. Typically, the standard period between reviews is seven (7) years.

GE course recertification was integrated into a department’s program review cycle using the “Departmental Model of GE Skills Assessment.” Previously, course recertification was based on the review of individual course proposals review compliance with the designation’s subject area criteria. Under this new model all departmental general education offerings will be reviewed for recertification at the same time.

The “Departmental Model of GE Skills Assessment” focuses on the department’s ongoing assessment of the essential general education skills in the department’s general education approved courses. This model of “course recertification” is based on the assumption that a general education course after initial approval is awarded “lifetime approval” by remaining in “good standing” via the outlined process in the “Departmental Model of GE Skills Assessment”. Courses failing to maintain a “good standing” will be General Education (GE) decertified.

**Assessment in General Education Courses**

Annually, departments will report on their ongoing general education assessment progress in their annual assessment reports. The GEGC will review appropriate sections of the department’s annual assessment reports for continued “good standing.”

Departments will include the assessment of the Essential General Education Skills in their GE courses in their degree program reviews. Specific questions within the “Elements of the Self Study for Program Review of Degree Granting Programs” relative to General Education will be completed as part of the program review cycle. All departmental general education offerings will be reviewed for recertification at the same time of the program review. The GEGC will review appropriate sections of
the department’s self-study and program review to evaluate “good standing” of all of the department’s general education offerings. It is anticipated that the full review of all of the department’s general education courses will coincide with the seven-year program review cycle or the department’s accreditation cycle.

**Coordination of Multi-Section and Sequential Courses**

Multi-section courses are those with the same prefix and course number offered in the same semester. Sequential courses consist of two or three, rarely more, courses that follow one another, must be taken in sequence, and together cover a field or topic.

**I. Standard Course Outline**

A. All multi-section and sequential courses shall have a written standard course outline that details the content and student learning outcomes expected for all sections and, where appropriate, the entire sequence.

B. Departments/programs are responsible for assuring that all faculty teaching multi-section and sequential courses adhere to the content and student learning outcomes set forth in the standard course outline. Instructors teaching multi-section and sequential courses may vary in their pedagogical approach to the course, providing it is consistent with the standard course outline.

**II. Departmental/Programmatic Responsibility**

A. Departments/programs have responsibility for course content, for assuring continuity in sequential courses, and for assuring that multiple sections of a course have common student learning outcomes.

B. Departments/programs may adopt a policy that requires use of the same text(s) (or one of a small number of designated texts) for all sections of a multiple-section course or all semesters of a sequential course.

C. The department chair/program director is responsible for the coordination of multi-section and sequential courses and may delegate their responsibility to an appropriate faculty member or committee.

**III. Course Coordination**

Course coordination may include but is not restricted to:
A. Management of the standard course outline;
B. Distribution of common course materials;
C. Coordination of course assessment efforts;
D. Provision of guidance and resources to faculty new to teaching the courses
   (including the review of the content and student learning outcomes set forth in
   the standard course outline);
E. Efforts to enhance achievement of the student learning outcomes;
F. Provision of advice to course faculty when their practices deviate widely
   from the guidelines in the standard course outline;
G. Facilitation of information sharing among course faculty;
H. Maintenance of a catalog of best practices; and
I. Revision of the standard course outline as appropriate.

Resources

Academic Senate web site – CSULB
California Code of Regulations, Title 5
CSU Executive Order 1065
Department Model of GE Skills Assessment – CSULB
General Education Program web site - CSULB
General Education Requirements web site – CSULB

CSULB Policy Statements

PS 12-05 Coordination of Multi-Section and Sequential Courses
PS 12-00 General Education
PS 11-07 Course Syllabi and Standard Course Outlines
PS 09-07 Final Course Grades, Grading Procedures, and Final Assessments
PS 08-02 Cheating and Plagiarism
PS 03-11 Academic Technology and the Mode of Instruction
PS 01-01 Attendance Policy
PS 98-06 Assessment Policy
1. INTRODUCTION

1.1. The components of an undergraduate education include the major, in which the student acquires depth of knowledge, electives that allow a student to explore personal or career-related interests, and General Education (GE). General Education allows students to develop competency in academic skills that are essential to all academic majors. In addition, General Education offers students broad knowledge beyond the focus of the major, as well as exposure to the rich diversity of the human experience. General Education should foster habits of mind that lead to lifelong learning and prepare graduates for full and productive lives.

1.2. The General Education program at CSULB sequentially introduces students to the mastery of academic skills along with a pattern of course work that will provide graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. It involves three stages: Foundation, Explorations, and Capstone. Students who begin their college careers at CSULB will complete all three stages, while transfer students who enter the university with a certified General Education transfer program will be expected to complete the final (Capstone) stage only.

1.3. General Education breadth requirements are specified in California Code of Regulations, Title 5, Article 40405, and in Executive Order 595.

1.4. Each California State University, Long Beach baccalaureate graduate shall have completed a minimum of 48 semester units of GE courses distributed as described in section 5, below. The GE program includes three (3) units of approved course work in U.S. history and three (3) units of approved course work in U.S. Constitution and American ideals required by Section 40404 of Title 5 and EO 405 (see categories D.1.a. and D.1.b., below).

1.5. In addition to periodic review of courses and program assessment, several other areas are important to the health of the General Education program. These areas include the following:

- faculty development and curricular innovation and improvement, including programs that offer incentives for faculty involvement in General Education
• support for programs designed to create learning communities
• provision of adequate numbers of course sections at times that meet student needs and in patterns that permit the formation of learning communities
• collaboration across academic units to create pathways and to offer courses in sequences and at times that facilitate their inclusion in pathways
• establishment of program enforcement mechanisms that help rather than hinder student progress through the program
• communication with feeder community colleges regarding the CSULB GE program

2. THE ESSENTIAL GENERAL EDUCATION STUDENT LEARNING OUTCOMES ARE:

2.1 Knowledge of Human Cultures and the Physical and Natural World
   • Achieved through study in the Sciences and Mathematics, Social Sciences, Humanities, Histories, Languages, and the Arts

2.2 Intellectual and Practical Skills, including
   • Written Communication
   • Oral Communication
   • Critical Thinking
   • Quantitative Reasoning
   • Information Literacy and Technology Literacy
   • Teamwork
   • Creativity, Inquiry, and Discovery

2.3. Personal and Civic Responsibility, including
   • Global Competencies
   • Intercultural Competence (cultural values/traditions-U.S.)
   • Ethical Reasoning and Social Responsibility
   • Self-Understanding
   • Foundation and Skills for Lifelong Learning

2.4. Integrative Learning, including
   • Synthesis and Interdisciplinary Methods of Inquiry

3. STRUCTURE OF THE GENERAL EDUCATION CURRICULUM

3.1. The General Education curriculum is organized as three sequential phases. The first is the Foundation, a group of courses designed to provide fundamental learning skills. The second is Explorations, courses distributed across the curriculum that are intended to provide an opportunity to explore the various way of acquiring and examining knowledge while continuing to develop learning skills. The third is the Capstone, designed to integrate knowledge and skills developed earlier in the curriculum.

3.2. In completing the Foundation, Explorations, and Capstone phases of the General Education program, all students must complete a distribution pattern described in section 4, below.

3.3. Within the Explorations and Capstone courses of the General Education program, all students must take one 3-unit course of instruction that focuses on instructive examples of human diversity in the United States (Human Diversity in the U.S. courses). All students must also take one three (3) unit course of instruction that focuses on global issues or world societies and cultures (Global Issues courses).

3.4. At least nine (9) units of the General Education program must be approved upper-division Capstone courses taken after the student achieves upper-division standing (completion of 60 semester units) and must normally be completed at California State University, Long Beach (see special requirements).

3.5. Foundation
3.5.1. The first-year program at CSULB should pay special attention to the development and improvement of fundamental academic skills that are critical to student success in college. Every CSULB student will be expected to demonstrate mastery of key academic skills early in the course of study at CSULB, ideally within the first-year. Among the skills most central to success are communication in English, both written and oral, mathematical concepts and quantitative reasoning, and analytical and critical thinking. Students also need a solid foundation in skills for learning, including the ability to read for information, information retrieval literacy skills, and basic technology skills.

3.5.2. All students are assessed at entry into the university for readiness for baccalaureate-level work in English composition and mathematics. The first priority for any student who is not prepared for baccalaureate-level work is to become fully prepared for college. Accordingly, students who have not demonstrated readiness for baccalaureate-level English or mathematics must complete the appropriate pre-baccalaureate courses within the first-year after admission to CSULB. A student who is required to take either pre-baccalaureate mathematics or pre-baccalaureate composition may register for other 100-level Foundation or other General Education classes only if those courses do not have pre- or co-requisites in the area of deficit.

3.5.3. The following courses make up the Foundation curriculum:

- one three (3) unit course in Written Communication in English
- one three (3) unit course in Oral Communication in English
- one three (3) unit course in Critical Thinking
- one three (3) unit course in Mathematics

(Detailed descriptions of these categories are found in section 7, below.)

3.5.4. These courses should emphasize foundational learning skills.

3.5.5. The above courses must all be completed with a grade of at least "C".

3.5.6. The Foundation curriculum must be completed by the time the student has completed 36 units of baccalaureate-level work at CSULB.

3.5.7. Courses in the Foundation curriculum will be numbered from 100 to 199. All other General Education courses must have pre- or co-requisites from the Foundation curriculum, and all General Education courses numbered 300 or higher must have the entire Foundation curriculum as prerequisites. A Foundation course may have a pre- or co-requisite of another Foundation class, if educationally justified.

3.6. Explorations

3.6.1. After an early focus on fundamental learning and academic skills, students will have an opportunity to explore human knowledge in many disciplines. The Explorations stage encompasses all areas outside the Foundation curriculum, as described under "Distribution." It excludes the final nine (9) units of General Education, described under "Capstone."

3.6.2. General Education courses numbered from 100 through 199 may be appropriately taken at the same time as courses in the Foundation curriculum; however, the General Education Governing Committee will establish expectations for such courses that will acknowledge the nature of the student audience with at least some focus on essential learning skills. Courses that demonstrably integrate skills and content or content-focused courses that are linked to skills courses are especially suitable for this level.

3.6.3. Although the primary purpose of Explorations is the development of breadth of knowledge, it is expected that all courses will offer opportunities for continued development of foundational skills. Reading, writing, oral discussion and presentation, problem solving, quantitative reasoning, and critically and analytically based research are central to the learning of content. For this reason, all courses outside the Foundation must have pre- or co-requisites from the Foundation, and all courses numbered 300 or higher must have the entire Foundation curriculum as prerequisites.

3.6.4. In addition, as students progress through their Explorations, they will be expected to develop
additional skills and attributes, including ethical reasoning, analytical reading, creativity, respect for difference, awareness of other cultures, questioning of stereotypes, the values of citizenship, negotiating skills, and other attributes of use in a diverse society. Courses at this level will be evaluated for their attention to one or more of these areas and to Foundational skills, as well as content.

3.7. Capstone
3.7.1. The final nine (9) General Education units form the Capstone. All students, including transfer students who have completed a certified lower-division General Education program, must complete nine (9) units of Capstone courses.
3.7.2. The purpose of the Capstone is to bring the strands of the General Education experience into focus, to reinforce knowledge and skills acquired from many areas, and to incorporate depth in the form of more sophisticated tools and analysis, if not necessarily in terms of content knowledge. For transfer students, the Capstone may offer an opportunity to connect to the campus in a learning community outside of the major department.
3.7.3. Capstone General Education courses shall be upper-division. These courses will have as prerequisites the entire Foundation curriculum along with one or more Explorations courses and upper-division standing. All courses at this level must demonstrably develop advanced college skills, including writing, synthesis and application of knowledge, analysis, critique, and research.

4. GENERAL REGULATIONS
4.1. Only courses on the General Education Master Course List at the time the student takes the course shall count for General Education.
4.2. To ensure that every course in the General Education program contributes to student achievement of the goals of the entire program, all course syllabi for approved General Education courses must include information on the expected GE learning outcomes to be addressed in the course. It is not expected that every GE course will address every outcome; faculty are strongly encouraged to tailor specific course learning outcomes to a subset of the GE learning outcomes and to explain how those will be addressed in the particular course.
4.3. Because the program is intended to provide breadth, no more than ten (10) units of General Education courses in the student’s major department may be used to satisfy the GE requirements. General Education courses must be on the approved list at the time the student takes the course. “Courses in the major department” include all courses housed in the department offering the major, regardless of prefix. (For example, courses in French and in Italian are in the same department.)
4.4. In some cases, two previously separate disciplines offering separate programs have been placed within a single department for administrative purposes (for example, Comparative World Literature and Classics). Such disciplines may request to be considered as separate departments for purposes of this restriction. The request must be approved by the Curriculum and Educational Policies Council.
4.5. There is no limit to the number of units outside the major department that may be used to satisfy both the requirements for the major and the requirements for General Education.
4.6. Where appropriate exams exist, Foundation and Explorations requirements may be met by external examinations, such as Advanced Placement or International Baccalaureate exams.
4.7. A cross-categorized course may be counted (at the student’s option) in any one of the approved categories A-E, but not in more than one.
4.8. No course may be designated as meeting both the Global Issues and Human Diversity in the U.S. requirements.

4.9. Because General Education is a breadth requirement, students will normally have no prior experience in the discipline beyond an introductory course. Therefore, upper-division courses designed primarily for students majoring in the discipline will not be acceptable for the General Education program. Any course
that has requisites that are not on the General Education Master Course List will need justification as to why such courses must be requisites and why such requisites will not unduly restrict enrollment.

4.10. No course identified in the catalog as available for credit in a graduate program will be permitted for General Education credit. Double-numbered courses (400 and 500 level) may not be used for General Education credit.

4.11. General Education courses may be offered in various formats and instructional modes and in various time frames. Departments have the burden of demonstrating that the General Education objectives and the expectations of student performance are maintained in all formats in which the course is taught.

4.12. Transfer courses may be used to meet the Capstone, Global Issues, and Human Diversity in the U.S. requirements only under the conditions shown in sections 8, 9, and 10.

5. DISTRIBUTION REQUIREMENT

Students must complete a minimum of 48 units of approved General Education courses, distributed as follows:

Category A. -- At least nine (9) units in Communication in the English Language and Critical Thinking
Category B. -- At least nine (9) units in Natural Sciences and Mathematics
Category C. -- At least nine (9) units in the Arts and Humanities
Category D. -- At least twelve (12) units in Citizenship and Social and Behavioral Sciences and History
Category E. -- At least three (3) units in Self-Integration

Additional courses chosen from the list of approved General Education courses in Categories B, C, and D to bring the total to a minimum of 48 units.

5.1. Category A -- Communication in the English Language and Critical Thinking (all included in the Foundation) -- At least nine (9) units to include:
   5.1.1. Category A.1. -- At least three (3) units chosen from approved courses in Written Communication in English
   5.1.2. Category A.2. -- At least three (3) units chosen from approved courses in Oral Communication in English or a combination of oral and written communication in English.
   5.1.3. Category A.3. -- At least three (3) units chosen from approved courses in Critical Thinking.

5.2. Category B -- Natural Sciences and Mathematics -- At least nine (9) units to include
   5.2.1. Category B.1. -- At least six (6) units of Natural Sciences to include
      5.2.1.1. Category B.1.a. -- At least three (3) units chosen from approved courses in the Biological Sciences, which must include a laboratory experience
      5.2.1.2. Category B.1.b. -- At least three (3) units chosen from approved courses in the Physical Sciences, which must include a laboratory experience
   5.2.2. Category B.2. -- At least three (3) units of study chosen from approved courses in Mathematics (included in the Foundation)

5.3. Category C -- the Arts and Humanities -- At least nine (9) units to include:
   5.3.1. Category C.1. -- At least three (3) units chosen from approved courses in the Arts
   5.3.2. Category C.2. -- At least six (6) units from 2 areas chosen from approved courses in the Humanities chosen from:
      5.3.2.1. Category C.2.a. -- Literature
      5.3.2.2. Category C.2.b. -- Philosophy, and
      5.3.2.3. Category C.2.c. -- Foreign Languages

5.4. Category D -- Citizenship and Social and Behavioral Sciences and History -- At least 12 units to include
   5.4.1. Category D.1. -- At least six (6) units chosen from approved courses in U.S. Citizenship
      5.4.1.1. Category D.1.a. -- At least three (3) units chosen from approved courses in U.S. History
      5.4.1.2. Category D.1.b. -- At least three (3) units chosen from approved courses in the Constitution and American Ideals
   5.4.2. Category D.2. -- At least six (6) units, from two different disciplines, chosen from approved courses
in the Social and Behavioral Sciences and History
5.5. Category E -- At least three (3) units chosen from approved courses in Self-Integration
5.6. Additional courses to reach the minimum total of 48 units may be chosen from any courses approved for General Education credit in categories B, C, and D. This includes both courses that fit the specific designations above and other approved courses, designated as B.3 or C.3, that meet the general headings of category B or C but do not fit one of the specific required categories.

5.7. Special requirements -- All students, including all transfer students, must complete:

5.7.1. at least three (3) units from the above categories devoted to the study of Human Diversity in the United States, and
5.7.2. at least three (3) units from the above categories devoted to the study of Global Issues.

5.8. Capstone Requirements -- All students, including all transfer students, must complete at least nine (9) units of Capstone courses. Capstone courses may be used to meet the specific category requirements and the Global Issues and Human Diversity in the U.S. requirements, if those have not been met by other courses.

5.8.1. Students are expected to complete the Capstone requirement at CSULB. An exception will be made for students who transfer from another CSU campus after completing some of the upper-division GE requirement at that campus. To be accepted toward the Capstone requirement at CSULB, the transfer course must be approved for upper division general education credit at the campus offering the course. Other courses may be approved, on an individual basis, to meet the requirement if they are approved for General Education at the campus offering the course and if the purpose of the course meets the criteria for a CSULB Capstone course.

5.8.2. Students who transfer from baccalaureate institutions other than the CSU after completing upper-division General Education courses may petition to have one or more such courses accepted toward the Capstone requirement. Such petitions will be evaluated on the basis of the criteria above.

6. GENERAL EDUCATION REQUIREMENTS FOR RETURNING AND TRANSFER STUDENTS

6.1. Students who have not maintained continuous attendance status shall be subject to the General Education requirements in effect at the time of their reentry to the university, with the following exceptions.

6.1.1. Previous CSULB students who were under earlier General Education requirements and who before breaking continuous attendance needed no more than three additional courses to complete the entire General Education requirement shall be allowed to complete the General Education requirement in effect at the time of the previous attendance. However, all students must complete at least 9 units of upper division General Education courses, of which a minimum of six (6) units must be Capstone courses.

6.1.2. Previous CSULB students who were under the earlier General Education requirements and who before breaking continuous attendance completed one or more upper-division GE courses shall be required to complete additional Capstone courses as needed to complete the total of 9 upper-division units. At least two of the courses in the overall program must be Capstone courses.

6.2. Transfer students who enter CSULB with full GE certification from a California Community College must complete both the Human Diversity in the U.S. and the Global Issues requirements if these requirements were not met through transfer, but these students need not complete any other GE courses except the Capstone, which cannot be met through transfer from a community college. Transfer students who enter CSULB without full GE certification or subject-area (partial) certification from a California Community College must either complete the CSULB GE requirements, or complete and obtain a GE certification from a California Community College which will be honored as meeting CSULB's lower division GE requirements.
7. GENERAL EDUCATION COURSE CONTENT CRITERIA (sections enclosed with quotation marks are quoted from EO 595)

7.1. All courses in the General Education program must demonstrably encourage development of academic skills. At the Foundation stage, these skills will focus on written and oral communication, critical thinking and problem solving or mathematics and quantitative reasoning.

7.2. Foundation Courses -- Because of the nature of the courses that constitute the Foundation, it is expected that classes will be organized either as small groups or as large lectures with small group discussions, activities, or workshops. Although no explicit class size limit will be set for other General Education classes targeted to first-year students, the GEGC will consider whether the proposed modes of instruction are consistent with the learning objectives of the course and the level.

7.3. Courses beyond the Foundation level must continue to enhance the Foundation skills, as well as to build additional skills as indicated in the descriptions of the specific levels and categories. Instruction approved to fulfill the General Education requirements “should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups and by both men and women.” Wherever appropriate, the content of courses should include examples of the relationship of human and cultural diversity to the subject matter.

7.4. General Education courses should include, as an integral component of teaching, sensitivity to different points of view and diverse learning methods.

7.5. University 100 (1 unit): Introduction to the University. This course is a graduation requirement for students entering as lower-division students and is not considered a General Education requirement. It shall be developed collaboratively by the faculty teaching it and shall be pedagogically coordinated with the skills and content of the first-year curriculum. The course shall introduce students to the history of universities (including the history, mission, and character of CSULB) and current issues in higher education. It shall introduce students to the use of academic research libraries and introduce them to the skills essential for success in an academic environment.

7.6. Category A: Communication in the English Language and Critical Thinking

7.6.1. Category A.1., Written Communication in English, and A.2., Oral Communication in English criteria

“Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.”

7.6.2. Category A.3., Critical Thinking criteria

“Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.”

7.7. Category B: Natural Sciences and Mathematics

7.7.1. Category B.1., Natural Sciences criteria

“Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the
methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world’s civilizations, not only as expressed in the past but also in present times." Courses in this category may include lecture/laboratory courses or combinations of a lecture course and a separate but related laboratory course.

7.7.2. Category B.2, Mathematics criteria
"In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts."

7.7.3. Category B.3, Additional Natural Sciences and Mathematics criteria. All courses in B.1 and B.2 are also in B.3. This category includes, in addition, courses that fit the general criteria for category B but do not meet other criteria for completion of the General Education program, mainly courses that do not qualify for B.1 because they do not include a laboratory.

7.8. Category C: Humanities and the Arts

7.8.1. Category C.1, Arts, C.2.a, Literature, and C.2.b, Philosophy criteria
"Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility, and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music. The arts disciplines of film and design are also included in this category. Therefore, courses used to meet this category must address the cultural and aesthetic context of the experience. "The requirement should result in the students’ better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures."

7.8.2. Category C.2.c, Foreign Languages criteria
"Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skill acquisition courses."

7.8.3. Category C.3, Additional Humanities and the Arts criteria. All courses in C.1 and C.2 are also in C.3. Additional courses in this category must meet the general humanities criteria above but need not also fit into one of the specific subcategories.

7.9. Category D: Citizenship and Social and Behavioral Sciences and History

7.9.1. Category D.1.a, U.S. History criteria. The purpose of this requirement is to foster in students an awareness of the United States experience and of the people, institutions, circumstances, and events in United States history that have shaped contemporary conditions, as provided for in Title 5, Article 40404. The requirement is intended to enable students to function as responsible and constructive citizens. Courses meeting this requirement should, at a minimum, include the following:

a. an analysis of the significant events occurring within the entire territory of the United States, including the relationships among regions within that area and relationships with external regions and powers, as appropriate
b. a chronological span of not less than 100 years
c. an examination of the nature and extent of the continuity of the United States experience within itself and with the cultures from which it is derived
d. consideration of the relationship of such factors as geography, religion, natural resources, economics, cultural diversity, and politics to the development of the nation during the time period covered

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e. coverage of the role of national, economic, ethnic, gender, and socioeconomic groups in the events described
f. introduction to the groups and individual leaders who have been instrumental in the development of the United States
g. attention to the phenomenon of conflict (or change) as a variable in the United States national experience

7.9.2. Category D.1.b., Constitution and American Ideals criteria The purpose of this requirement is to give students a comprehensive understanding of and appreciation for American political institutions and processes established by the United States Constitution and the California state constitutions, as provided for in Title 5, Article 40404. Students will acquire the knowledge and skills essential to effective political participation and citizenship. All courses meeting this requirement must at a minimum include the following:

a. the political philosophy of the framers of the Constitution and the nature and operation of United States political institutions and processes that operate under the Constitution as amended and interpreted
b. the rights and obligations of citizens in the political system established under that Constitution
c. principles and practices of political organization, including political parties, interest groups, legislative politics, and campaign practices
d. analysis of the American citizenry, including political culture and voting behavior
e. constitutionally and legislatively established administrative and regulatory institutions including analysis of bureaucracies and their impact on citizens at the national, state, and local levels
f. the constitution of the state of California within a framework of the historical evolution of the state and the nature of the processes of state and local government under that constitution
g. the nature of federalism, including the relationship of federal to state and local practices, the resolution of jurisdictional conflicts, and the political processes involved

7.9.3. Category D.2, Social and Behavioral Sciences and History criteria

“Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical settings, including both Western and non-Western contexts.”

7.10. Category E, Self-Integration criteria

“Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.”

8. CAPSTONE COURSES

8.1. General criteria for Capstone courses:

8.1.1. All Capstone courses must demonstrably develop advanced college skills, including synthesis and application of knowledge, analysis, critique, and research. Capstone courses are intended to help students integrate knowledge and skills developed earlier in the curriculum, working at a more advanced level than in Explorations courses. Therefore, Capstone courses must require as prerequisites upper-division standing, completion of the entire Foundation, and one or more courses from the Explorations stage. No section of any capstone course should have more than 35 enrolled
students.

8.1.2. Instructors in all upper-division Capstone courses that carry General Education credit will integrate into the course a substantial writing component. This is usually interpreted to mean at least a total of 5000 words in the various assignments. The writing component either may be integrated throughout the courses or may be a cumulative report or project that has, as part of the report or project, ongoing evaluation and feedback throughout the semester. The writing assignments may be in whatever form the instructor deems appropriate to the subject matter and methodology of the course, but the assignments must be a factor in evaluating student performance.

8.1.3. Faculty who teach these courses should refer students with serious writing difficulties to seek writing instruction, tutoring, or other appropriate assistance to improve their writing skills as early as possible. For this reason, there must be early (first one-third of the term) feedback on student writing and further feedback throughout the term, including opportunity for revision where appropriate to the assignment.

8.1.4. Faculty may obtain guidance in the choice of writing assignments and information on evaluating writing through workshops and other supportive programs sponsored by the Division of Academic Affairs.

8.2. Types of and criteria for Capstone courses -- Suitable courses for inclusion at the Capstone level include the following:

8.2.1. Advanced Skills courses (no more than 3 units out of 9). These courses require students to apply skills at a level above that of Explorations courses. Examples include, but are not limited to, (a) advanced composition, (b) research and advanced methods, and (c) presentation skills.

8.2.2. Service Learning courses (no more than 3 units out of 9). Such courses may include community service internships in social, health, support, school, or environmental programs or courses that include components of university or community service along with other objectives.

8.2.3. Interdisciplinary courses that focus on a specific topic through comparative application or synthesis of knowledge using the theory and methodology from two or more disciplines.

8.2.3.1. Interdisciplinary courses require students to integrate knowledge from separate disciplines, to employ the perspectives from the differing views of disparate disciplines, and to coordinate the varying intellectual tools and methods of the General Education program. In an Interdisciplinary course, the different special knowledge, methods, and perspectives of two or more academic disciplines are brought together in the exposition or treatment of a particular topic or problem. Such a course exhibits interaction among disciplines in the approach to its subject matter, whether that results in mutual benefit or in stresses between or among disciplines. An Interdisciplinary course may be designed to lead students to integrate knowledge acquired in the previous study of separate disciplines (interdisciplinary), or it may approach one topic, problem, or phenomenon with the various tools and perspectives of different disciplines (multidisciplinary). A discipline is generally considered to be a system of learning or instruction, usually the basis for an academic department or program. When a course that claims to involve a discipline not clearly covered by this definition is proposed, the General Education Governing Committee will decide whether the course meets the intent of the Interdisciplinary course requirement.

8.2.3.2. Many courses deal with subject matter at the borderline between traditional disciplines. Faculty members frequently include information from other disciplines. These attributes do not suffice to qualify a course for Interdisciplinary status. Rather, an Interdisciplinary course
9. GLOBAL ISSUES COURSES

9.1. Students are required to complete at least 3 units of course work from any category devoted to the study of global issues or world societies and cultures. These courses must be designed to introduce students to cultures and places beyond the boundaries of the United States.

9.2. To qualify for the Global Issues designation in General Education, the course must either (1) have as its central focus the world as a whole as its field of inquiry, or (2) engage in a sustained and systematic analysis of global processes within the context of one world region (broadly defined) outside the United States that compares how these processes operate differently within and across that region, or (3) engage in a sustained and systematic comparison between at least two major world regions or significantly distinct societies, at least one of which must be outside the United States.

10. HUMAN DIVERSITY IN THE UNITED STATES OF AMERICA COURSES

10.1. It is the goal of the faculty that courses approved for CSULB General Education foster respect for human diversity in the United States of America (USA). Human Diversity in the USA courses introduce students to the life experiences of people with whom they are less familiar to promote the understanding of diversity and encourage tolerance and acceptance of others.

10.2. To recognize the significant influence of diverse populations and cultures within the United States of America and to bring attention to these influences and the nature of these cultures, every student graduating with a baccalaureate degree from CSULB must satisfactorily complete one 3-unit course of instruction that focuses on examples of human diversity in the United States of America (Human Diversity in the USA courses).

10.3. Course Criteria - Human Diversity in the USA Courses:

10.3.1. A Human Diversity in the USA course must meet the General Education criteria as defined in CSU Executive Order 595 and existing CSULB General Education policies.

10.3.2. A Human Diversity in the USA course must present current and course appropriate theoretical understandings of the nature of human diversity in the United States of America. Courses should clearly demonstrate pedagogical and disciplinary approaches to the study of the diversity of human beings.

10.3.2.1. A Human Diversity in the USA course must examine the influence of gender, race, and ethnicity and one or more additional markers of social difference in the USA within both the specific field of study and the general society.

10.3.2.2. A Human Diversity in the USA course must provide a comparative treatment of nationally significant minority cultures, to include at least two of the following groups: African Americans, Native Americans, Chicana(o)/Latina(o) Americans, Asian Americans, Pacific Islander Americans, and Middle Eastern Americans. Courses must also include a comparative treatment of the significance of gender.

10.3.2.3. A Human Diversity in the USA course must also consider one or more additional markers of social difference, such as special needs, age, class, disability, sexual orientation and gender identity, language, religion, and other distinctions that reflect the diversity of the United States of America.

10.3.3. Transfer courses may be accepted as meeting the Human Diversity in the USA requirement if they (a) are General Education courses at another CSU campus that meets that campus’s cross cultural or multicultural or diversity requirement or (b) are General Education courses specifically formulated to provide examination of diversity issues.
11. UNIT REDUCTIONS IN HIGH UNIT MAJORS
To achieve a reduction of required GE units for their students, the chairs of departments (or directors of programs) with high-unit degree majors may request -- and the Curriculum and Educational Policies Council may recommend, with review by the Academic Senate -- a reduction of the required units to a minimum of 45. When a program is approved for this reduction, students in the program must still complete the minimum required units in Categories B, C, and D.

12. PATHWAYS
12.1. A pathway is a suggested sequence of courses that leads the student through the General Education program. A pathway should be envisioned as an advising tool that brings coherence and meaning to General Education requirements by offering students the opportunity to explore particular areas of interest, complement and make connections to a major field of study, or use General Education to learn more about potential majors. Pathways may feature themes consisting of a group of courses connected through content or overarching content. Well-built pathways should offer distinctive General Education experiences that capitalize on the remarkable assets of CSULB (e.g., its diversity, its location on the Pacific Rim, its strength in the arts.) Pathways should also support the creation of learning communities by bringing a group of students following a pathway together over an extended set of experiences.
12.2. Students need not choose a pathway to complete General Education requirements and may switch pathways at any time. However, any student who completes all requirements in a published pathway will have completed all university General Education requirements.
12.3. The following regulations apply to pathways:
   12.3.1. Pathways may be developed by individual departments, by colleges, by other academic programs, or by collaborations among departments or academic programs. Broadly based pathways should be encouraged.
   12.3.2. Pathways shall be identified in the catalog by program.
   12.3.3. All pathways must meet all distribution requirements, as well as Foundation and Capstone requirements.
   12.3.4. Departments and colleges are encouraged to collaborate in identifying thematically linked groups of courses in pathways and to schedule such courses so as to facilitate concurrent or sequenced enrollment. Thus, two or more courses from different departments that address aspects of a common theme might be scheduled so that a student could take the grouping in a single semester or in consecutive semesters.
   12.3.5. Prior to publication, a pathway must be approved by the GEGC and by the CEP Council.
   12.3.6. The GEGC will review approved pathways every five years.

13. GOVERNANCE OF THE GENERAL EDUCATION PROGRAM AND REVIEW OF COURSES
13.1. Governance
   13.1.1. The authority to review and approve courses for inclusion in the General Education Master Course List belongs to the General Education Governing Committee (GEGC), with final authority residing in the Curriculum and Educational Policies Council.
   13.1.2. Membership and duties of the GEGC shall be specified by the Academic Senate.
13.2. Review of courses
   13.2.1. Departments with courses undergoing review have the burden of proof that the requirements of the distribution area, of the other expectations of the program level (Foundation, Explorations, Capstone), and of the course’s contribution to the overall General Education program have been met.
   13.2.2. Once a course has been approved for General Education credit, it will be reviewed periodically. The standard period between reviews is five years. Any course that undergoes substantial change
requires appropriate reevaluation to remain on the list of approved courses. A request for inclusion of a course in an additional General Education category or subcategory or a request for Capstone status for a course already on the list of approved General Education courses requires a review and evaluation of the course for all prior as well as requested categories of General Education. Departments (except for courses that have not yet been offered) may be asked to provide anonymous examples of student work as evidence that course expectations are appropriate.

13.2.3. The Colleges must submit materials for each of their courses on the General Education Master Course List for periodic review and evaluation. Failure to submit a course for by the end of the semester following the semester during which the college received a request will be interpreted as a desire to delete the course from the list of approved courses and will be so honored.

13.2.4. Inactive courses -- If a course has not been offered for four consecutive semesters, the originating department will be asked to justify why the course should not be immediately dropped from the General Education Master Course List. The GEGC may grant the department a one-year extension; however, if a course has not been offered for six semesters, it will be dropped and will be reinstated only after a full review.

13.3 Assessment of the General Education Program
13.3.1 The General Education Program shall be assessed for quality assurance and effectiveness.
13.3.2 The General Education Master Course List shall serve as the data source for the assessment of the General Education Program.
13.3.3 Non-compliance with the General Education Program assessment process for quality assurance and effectiveness will result in the discontinuance of the involved course.

14. COURSE LIST APPEAL PROCEDURES
14.1. A department (via the college) may appeal a decision regarding placement of a course on the GE Master Course List. The department (via the college) does this by requesting reconsideration and submitting further information about the course to show why the original decision was incorrect.

14.2. Although the appeal must be written and include all necessary information and arguments, representatives of the department and college may attend the meeting at which the GEGC reviews the appeal to ask and answer questions.

14.3. If a department discovers that one of its courses is approved for General Education under a specific category and the course is not appropriate, that department should request that the course be deleted from the General Education Master Course List.

14.4. If after the appeal referred to above a college still disagrees with the judgment of the GEGC, it may appeal to the Curriculum and Educational Policies Council. If this is done, the GEGC will prepare for the council a statement of the reasons for its decision. The college will furnish the members of the council copies of the course justification and the additional materials provided for the committee. All materials shall be distributed to council members prior to the meeting at which the matter is to be considered. Oral presentations may also be made at the Curriculum and Educational Policies Council meeting, if the college wishes.

14.5. The judgment of the Curriculum and Educational Policies Council on appeals will be final.

14.6. Disagreements over the implementation of this policy shall be referred to the Curriculum and Educational Policies Council.

14.7. Except in those instances for which it is provided that the Curriculum and Educational Policies Council has final authority, the actions of the council shall be subject to review by the Academic Senate.
Section Seven - Course Articulation

This section is concerned with the processes and policies for establishing agreements on lower-division courses of other institutions that may be used in lieu of CSULB lower-division courses. This process is called "articulation." Articulation is mandated among Title 5 institutions to minimize the loss of academic credit when a student transfers from one institution to another, principally from community colleges to four-year institutions.

Premises

The articulation process provides a structure wherein the faculty of other accredited colleges and universities and of CSULB are able to ensure a reasonable transferability of courses from one institution to another. Of particular concern is the transfer of lower-division courses from community colleges to CSULB, especially those lower-division courses required in the baccalaureate programs. Articulation is based on the following premises:

• That students who have conscientiously pursued an educational plan at one institution based on the published requirements for a degree at CSULB should be able to transfer approved (articulated) courses taken for credit toward that degree without unreasonable loss of credit or time.

• That the faculty of the academic programs at CSULB have the primary responsibility for maintaining the integrity of the academic program and, therefore, for determining when requirements and courses completed at other institutions are "sufficiently equivalent to constitute satisfaction of" or "may be used in lieu of" CSULB requirements and courses.

• That the faculty, by virtue of their knowledge of subject matter and educational principles, are best qualified to judge on matters of equivalency.

• That among accredited institutions there will ordinarily be a high degree of correspondence and equivalency between programs of the same type and, therefore, a high degree of reciprocity will normally exist.

The articulation process is carried out by the university articulation coordinator, the college/department articulation reviewers, and the associate deans.
University Articulation

The university articulation coordinator has overall responsibility for the effective functioning of the internal articulation process and external communications of policy, primarily with the California Community Colleges, but also with the other campuses in the CSU, campuses of the University of California, and with private institutions.

The university articulation coordinator has overall responsibility for all aspects of articulation with other colleges and universities. The university articulation coordinator is responsible for the preparation of all university reports and correspondence on articulation matters, although it is expected that departments and schools will have well-established, collegial communication with the local institutions with which formal articulation agreements have been made. The university articulation coordinator is also responsible for maintenance of the university course articulation databases (PeopleSoft and ASSIST).

The university articulation coordinator maintains close liaison with the director of University Outreach and School Relations, whose duties include the dissemination of general information about the university to regional high schools and community colleges. The director of University Outreach and School Relations, in the process of maintaining inter-institutional relations, may from time to time learn of matters concerning the articulation of courses between academic departments and should immediately notify the university articulation coordinator of these matters. The university articulation coordinator shall keep the director of University Outreach and School Relations apprised of articulation agreements in effect.

College/Department Articulation

College/departmental articulation is organized according to departmental and college policies. Involved faculty should be familiar with the lower-division course portfolio of the department and with the articulation process in general. The chairs of departments should maintain open communications between themselves and their counterparts in the community colleges and other institutions of higher education. Within each college/department, faculty will be assigned as the college or department articulation reviewers. Courses for potential articulation agreements will be evaluated by the designated articulation reviewer and endorsed by the associate dean.

Articulation Process

The CSULB articulation process is designed for course-to-course articulations, and all other articulation-related agreements and literature are predicated on it. Because CSULB and community college enrollment management and transfer student processes are facilitated when students can transfer from the community college with all lower-division major requirements completed or appropriately patterned,
the university hopes that the relationships between CSULB departments and the colleges will result in as many articulation agreements as possible of the lower-division requirements of our majors.

Articulation agreements may be initiated by external colleges or by CSULB faculty.

The university articulation coordinator, acting as principal point of contact for requests for articulation of courses received from other institutions, ensures that CSULB has an up-to-date copy of the college catalog (also available at http://www.collegesource.org/home.asp) and college course outlines for those courses for which articulation is desired.

The college or department articulation reviewer will be responsible for evaluating courses using these course outlines or catalog descriptions for comparability to CSULB courses. Any course outline referred to the department reviewer from the Academic Programs and Articulation Office will be attached to an “Articulation Form” that provides the college name and course name and number, along with the corresponding CSULB course for potential articulation agreement. The reviewer will indicate approval or disapproval of the agreement, sign the form, and forward it on to the associate dean for approval. Upon receipt in the Academic Programs and Articulation Office, the university articulation coordinator ensures that the agreement is formally communicated and recorded and that all computer systems are expeditiously updated.

A CSULB department that wishes to initiate articulation for a course(s) at another community college should contact the university articulation coordinator. The offices of Enrollment Services and Academic Programs and Articulation have developed a simple process to facilitate such requests.

Response Time

Timely responses to articulation requests are important. Departments requiring additional information should always relay this information to the university articulation coordinator, because this person has contact with the requesting institution on a variety of courses. Requests for additional materials should be made promptly.

Notice

Colleges/departments are given thirty days in which to respond to a college’s request or to review tentative agreements forwarded to them by the university articulation coordinator. Failure of a department to respond within the normal time period requires that the university articulation coordinator make the determination for the course in question. The department reviewer will receive notice during the 30-day review period that the articulation agreement will be assumed in cases of no response from the department. Under normal conditions, the university articulation
coordinator will complete and sign single-course articulation agreements and record articulation agreements with the community colleges only on the recommendation of the department reviewers and endorsement by the associate deans.

**Course-to-Course Articulation**

A single course articulation requires that the course have substantially the same content, methodology, and goals. Normally the same number of semester course credit units are assigned to courses that are articulated. Where quarter-system units are involved, the department is urged to consider the coverage rather than concentrating on the elapsed time. A course with fewer units or with more units may be articulated with a CSULB course; in such cases, the student receives the full CSULB subject credit for the transferred course, but may have either a deficiency or an excess in unit credits in the major.

**Articulation with Upper Division Courses**

In general, courses must be articulated within the same division, i.e., lower-division to lower-division. However, if faculty wishes to award "subject matter credit" to a lower division community college course in comparison to an upper division CSULB course, the agreement will be accommodated. The student will NOT receive upper division credit for the course.

**Major-to-Major Articulation**

An "articulation-by-major" refers to a set of agreements for most or all of the lower division requirements for the major. CSULB does not articulate majors-to-majors, but it does attempt to establish complete sets of course-to-course articulations which fill out the lower-division requirements of the major.

Articulation by major is the by-product of course-to-course articulations for major requirements and prerequisites. The lower-division requirements of our majors are on file in the computer. When a specific course is articulated, that fact is registered throughout the computer files so that, whatever the discipline, whether the course is a major requirement, alternative requirement, elective, or service course, its articulated status is stated. Major-to-major "articulations" are particularly valuable for the community college student, especially because it is only through the articulation systems that a student can be sure of the transferability and acceptance of his or her coursework toward the requirements of the degree.

**ASSIST**

ASSIST is a computerized student-transfer information system that can be accessed over the World Wide Web. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST
is the official repository of articulation for California's colleges and universities and, therefore, provides the most accurate and up-to-date information available about student transfer in California.

The ASSIST acronym stands for Articulation System Stimulating Interinstitutional Student Transfer.

The Academic Programs and Articulation office records all articulation agreements in the ASSIST database for easy access by students wishing to transfer to CSULB. Agreements are listed individually by academic department, but are also included in the section of the site that provides lower division degree requirements by major. The CSULB information for majors and articulation agreements is established and maintained by CSULB articulation staff. The site is available at: http://www.assist.org/web-assist/welcome.html.

**Articulation Agreements: Timeframe and Maintenance**

Articulation agreements are maintained by "CSULB catalog year" and are updated when new CSULB courses are published in a new university catalog, the CSULB course changes and the notification of change is published to other institutions, or a new community college course or substantially changed course has been developed.

When a community college course has changed, we rely on the community college articulation officer to give us prompt and detailed information about the change. Articulation agreements remain in effect (at a minimum) through the effective period of the college catalog in which the course is published, unless the articulated course is substantially changed and offered as a changed course during this period. If an articulated college course is substantially changed by its faculty, whether published in their catalog or not, the articulation agreement may be voided by the university articulation coordinator or referred to the college/department reviewer for evaluation. If in the opinion of the university articulation coordinator the change to the college’s course is not substantial, the articulation agreement may be continued by the university articulation coordinator without further review.

Changes to CSULB courses for which any articulation agreement exists may have an affect on those agreements. Normal courtesy requires that when CSULB courses are modified the institutions which have a course articulated with our course be notified with sufficient time to effect necessary changes. This is done automatically in the articulation office with sufficient time (at least one semester) given to the community college to respond to the change.

Articulation agreements are in force for the minimum period of the academic year of the college catalog and CSULB catalog in which the course is published and these agreements are normally extended for a five year period. They may be cancelled, and in unusual circumstances without respect to the election of regulations policy. Nevertheless, the CSU election of regulations policies are fundamental to the
California Higher Education Master Plan. They promise to students a stability of degree course requirements at the degree-granting institution and are predicated on the currency and accuracy of articulation agreements and transcript evaluations.

Articulation agreements are recorded in the university student system module of the common management system (PeopleSoft) and in ASSIST.

**Course Identification Numbering System C-ID and Student Transfer Achievement Reform Act (SB 1440)**

**C-ID** is a California Community College common numbering system for significant transfer courses. Each C-ID number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and universities. The C-ID program provides an opportunity for CSULB to expand articulation without reviewing individual college course outlines. Articulation approved with a C-ID course descriptor means agreement to articulate the CSULB course with any California Community College (CCC) course that is awarded this specific C-ID designation. The CCC course outline will be reviewed and approved by an inter-segmental (CCC, CSU, UC) faculty review team in this discipline to include the content covered in the descriptor. It is a one-to-many articulation agreement in that CSULB would not be reviewing individual CCC course outlines, but accepting the review by the above-mentioned faculty team. For more information, contact the Articulation Office (X58221) or the website at [www.c-id.net](http://www.c-id.net).

The **Student Transfer Achievement Reform Act** (SB 1440 – Padilla), signed into legislation on September 29, 2010, enables the California Community Colleges and California State University to collaborate on the creation of Associate in Arts Degree (AA-T) and Associate in Science (AS-T) Degree transfer programs. This law requires community colleges to grant an associate degree for transfer to a student once a student has met specified general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system.

Under this program students will transfer to CSULB with CSU GE certification and 60 transferable units. If the student transfers to a CSULB program that has been deemed similar to the Associate degree for Transfer program, the student can be held to no more than 60 units at CSULB to earn the bachelor’s degree. The Associate degrees are composed of California Community college courses with the above-mentioned C-ID designation, ensuring that appropriate course content is included. The CSU campuses are encouraged to designate that bachelor’s programs are similar to the Associate degrees for Transfer in order to promote transfer and timely degree completion. For more details, please contact the Articulation Office on campus (X58221).
Section Eight - College of Continuing and Professional Education

The College of Continuing and Professional Education (CCPE) is one of California State University Long Beach's (CSULB) eight colleges. It was established to expand the university's ability to meet the lifelong learning needs of individuals, industries and institutions through self-supporting programs. CCPE provides additional access to CSULB's exceptional academic programs and educational resources by offering over 550 self-supported credit and professional development (non-credit) programs.

Special Sessions

Special Sessions resident credit courses and degree programs taught by regular and adjunct CSULB faculty are offered in Winter Session and other formats throughout the year and are administered by CCPE. All Special Sessions courses are regular University courses; any course in the University Catalog may be offered through CCPE. Academic departments, in consultation from Academic Affairs, can propose through their departments to offer a certificate program or an entire undergraduate or graduate degree program in a Special Sessions format administered by CCPE. Special Sessions courses and/or degree programs can be offered entirely online or through other distance delivered technologies as well as through face-to-face instruction at off-campus domestic or international sites. (Students in these Special Sessions degree programs must matriculate with CSULB and may apply only 24 units of Special Sessions credit prior to matriculation. There are no limits to the number of Special Sessions credit units that can be applied toward a degree following a student’s matriculation.)

Please note that all Special Sessions courses follow the same curriculum, rules, policies and guidelines as those established and monitored for all State-supported courses.

All CCPE programs are supported by the participating students on a per unit fee basis. Fees are appropriately established in order to cover all the costs of instruction and delivery. CCPE receives no state-supported funds to operate any of its programs.

Open University

Open University is a Special Sessions program that provides an opportunity for those individuals who are not matriculated at CSULB to enroll on a space-available basis in a variety of courses scheduled during the Fall, Spring and Summer terms. Students may apply up to 24 units toward a baccalaureate degree. At the option of the respective academic department and college six to nine units may be applied to
a graduate degree. Those units earned in Open University and applied to a degree program also count as residence credit.

**Winter Session**

CCPE is the administrator of the three-week Winter Session program that generally begins the first week in January, following the December break. The Winter Session program consists of several hundred Special Sessions courses that have been scheduled by the academic departments on campus. The Winter Session catalog of courses is available online at the end of October with registration beginning the first part of November.

**Professional Development**

CCPE also administers an extensive array of non-credit professional development courses, programs, seminars and certificate programs that are developed to meet the personal interests or professional training needs of our students in the community. These programs are open-enrollment as well as contract programs designed for a particular corporate or agency audience.

**American Language Institute (ALI)**

The American Language Institute is the unit within CCPE that provides intensive English language training for international students. Experienced faculty teaching in small, interactive classes emphasize preparation for academic work at the college or university level. In addition, short-term English language programs are available in spring and summer for students with less time to study.

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1 California Code of Regulations Title 5, Division 5, Chapter 1, Subchapter 2, Article 6 (hyperlink).