

Curricular Processing Deadlines

The *University Bulletin, Catalog of Programs*, published yearly, is the main source of information for the rules and regulations students must follow or complete in order to graduate. The information contained in the catalog is also used for advising purposes by various offices on campus, not necessarily in the student's major department. The programs are used by the Office of Admissions and Records for preparing graduation checks, and the course descriptions are used to determine the correct grading methods as well as the total number of units that can be awarded for an individual course such as an independent study that can be used towards completing the degree or as free electives towards graduation. It is important, too, that courses which are cross-listed with other departments, courses which have changed numbers as well as other instances are clearly documented within the catalog so that students do not repeat courses of similar content. Any change to degree requirements must be submitted on curriculum forms and complete the review process in order to be placed in the catalog.

The CSUSB *Curriculum Guide* has been compiled to assist you in preparing curricular proposals. For additional assistance in preparing course and program forms, contact the Curriculum Analyst at extension 75059. For assistance with the Academic Master Plan, contact the Associate Provost, Associate Vice President, Academic Programs at extension 75024.

Curricular Proposals

Course proposals normally take from 6 to 8 weeks from the date of submission to Academic Scheduling for final approval. The length of time is dependent upon 1) the form being correctly filled in with all signatures required when submitted, 2) any signatures of consultation obtained, 3) the number of committees which need to review the proposal, and 4) how often the committees schedule meetings.

Proposals for changes to existing programs may take from 3 to 5 months from the date of submission to Academic Scheduling for final approval. The length of time is dependent upon 1) the form being correctly filled in with all signatures required before submission, 2) any signatures of consultation obtained, 3) the proposal is submitted in the format outlined in the Faculty Senate Policy, 4) the number of committees which need to review the proposal, and 5) how often the committees schedule meetings.

In accordance with Item 8B of the "Working Procedures" of the Faculty Senate, which states:

"All Senate recommendations pertaining to the curriculum and to other academic policies and procedures that affect students will take effect when approval of appropriate offices (Campus and Chancellor's) is given prior to the preparation of the CSUSB Class Schedule deadline for each quarter,"

the Academic Scheduling Office is applying these general deadlines for implementation in either the class schedule or the University Bulletin (Catalog).

Final approval

granted by:	May be implemented in:
May*	Winter of the following year
October*	Spring of the following year
January*	Fall of the following year

Changes to existing programs and courses as well as new courses will appear in the next year's catalog if approval **at the appropriate level** is granted by the first January Faculty Senate meeting.

*The specific dates are determined by the first Faculty Senate meeting of the year. If two meetings are scheduled in the same month, the deadline shall be the first meeting.

Deadlines for submitting topics are based upon the Academic Year Calendar and the building of the Class Schedule. In general, topics submitted by the specific date of the month listed below will be included in the appropriate Class Schedule. This date is normally the first or second Monday of the month. For a specific date, contact the Academic Scheduling Office at extension 75057.

Topic submitted

by the deadline in:	Will appear in the Class Schedule in:
September	Winter of the following year
November	Spring of the following year
March	Fall of the same year

Academic Master Plan

The deadline dates outlined above are for new courses, course changes, minors, emphases, concentrations, credentials, etc. which require final University approval, and new degree programs that are included in the Academic Master Plan for California State University, San Bernardino for which Chancellor's Office approval is required.

In January of each year, colleges and departments are requested to propose new degree programs for the Five-Year Plan. Proposals must be submitted to the Associate Provost, Associate Vice President, Academic Programs by the March deadline. The proposals are then sent to the College and University Curriculum Committees and the Educational Policy Committee for review and comments, then to the Faculty Senate for information. The proposal is then sent on to the Chancellor's Office in June where planning assumptions and the Five-Year Plan are analyzed. Comments about the program are returned in November. The proposal is forwarded to the Board of Trustees in January for action in March.

POLICIES AND PROCEDURES

Curricular Proposal Forms

- * Academic Programs Form "C" is to be used to submit proposals for new courses and changes to existing courses.
- * Academic Programs Form "P" is to be used to submit proposals for new programs and changes to existing programs.
- * Academic Programs Form "T" is to be used to submit proposals for permanent and temporary variable topics. (Form "T" on disk is for both temporary and permanent topics.)

These forms are now available on the web at: <http://academic-affairs.csusb.edu/currguide/> or can be sent via email. Program forms for current programs will be provided to you upon request. The program is pulled from the current catalog and placed on P form in the correct format (Word only.) Contact the Curriculum Analyst at x75059 to request any needed programs. This includes degree programs, certificates, minors and departmental honors programs.

Course Classification System FSD 86-11

The classification of individual courses by mode and level has a major impact on staffing and resource allocation, and under certain circumstances may significantly affect the way the course is taught. Although in general the assigning of appropriate classification numbers is an administrative responsibility, it becomes a faculty concern as well to the degree that the classification of a course substantially affects the instructional format of that course and the kind of experience that a student in that course is likely to have.

1. Changes in course classification numbers which affect staffing but are likely to make little difference in the way the course is actually taught are the responsibility of the Office of Academic Programs in consultation with the Office of Academic Resources and the affected departments and colleges. Such changes will normally be initiated by the department and may be made by submitting the proposed change directly to Academic Programs on the appropriate form with the recommendation of the department chair and college dean.

Changes of this sort are likely to fall into two general classes:

- a) Those involving classifications other than C-1 through C-6; that is, courses involving something other than a normal classroom format.
- b) Those involving adjustments within either of the two general groups into which, for staffing purposes, the State divides those courses involving regular classroom instruction: those implying a "smallish" class size (C-3, C-4, C-5, C-6) and those implying a "largish" class size (C-1, C-2).

If a department judges that a change within one of these classes is likely to have a substantial impact on the way the course is taught, the proposal for such a change should be submitted to the curricular process as indicated in 2. below.

2. Since changes from a "largish" to a "smallish" format, or the reverse, are likely to involve a substantial change in the way the course is taught, such changes should be submitted to the normal curricular process and reviewed in accord with the following criteria:

- a) Is the change in format appropriate for this particular course? How will it affect the demands (writing, class participation, etc.) made on the students? What changes in evaluating student work or providing assistance to the students are proposed?
- b) If a course is being changed from a smallish to a largish format, does the department or program sponsoring the change retain an adequate number of smallish courses to provide students in that program with a substantial experience in small classes?

CSUSB continues to affirm its belief in the value of small classes, a mode of instruction which implies ample opportunity for discussion, recitation, presentation of papers and projects, close interaction between students and instructor, and considerable written work. It has been recommended that smallish classes should constitute approximately 65% of the curriculum of the University as a whole. The process of monitoring classification changes should take into account the way those changes would affect the educational experience of a student in a particular program. Programs proposing a higher than normal ratio of largish classes should be prepared to justify their changes with greater than normal persuasiveness.

3. Although courses may occasionally be offered in formats other than those implied by their classification number, the classification should reflect the way the course is normally taught. Thus, if a C-4 course is in fact normally offered as a mid-size class, the department offering the course should submit a classification change.
4. New course proposals will include a proposed classification number. In the process of curricular review, these classifications should be considered in accord with the above criteria.

A complete listing of all C/S numbers appears on page 115. C/S numbers may be changed using Academic Programs Form C.

Appendix on Mode and Level, Course Classification, and Staffing, to Accompany the Policy Proposal on Course Classification

The "Course Classification System" of the CSU divides possible instructional situations into 27 numbered categories, defining each by a description, the "weekly class hours per unit of credit," the "normal class size" for lower-division, upper-division and graduate level courses, and "workload K-factor." Many of these categories are fairly specialized (C-18: major intercollegiate sports; C-16: science laboratories); what we normally think of as normal classroom instruction is covered by designations C-1 through C-6.

According to the system, C-1 courses are large lecture, whose normal class size is defined as "facility limits." C-2 is lecture discussion, with a normal class size of 40. C-3 is a rather murky designation (lecture-composition, lecture-counseling, lecture-case study) with a normal class size of 30. C-4 is defined as "discussion," with a normal class size of 23, and C-5 is "seminar," with a normal class size of 20 for undergraduates and 15 for graduates. C-6 is a "clinical processes," with a normal class size of 20 for lower-division and 10 for upper-division and graduates.

The system has provided examples for each of these categories, but in fact different institutions have interpreted the categories differently. CSUSB has, historically, been more aberrant than most because of its policy of balancing very large classes with very small classes; as a result CSUSB has very few courses designated C-3, which is elsewhere a common catch-all.

Faculty are allocated by the state to an institution according to a formula based on "mode"--the course classifications, roughly, in which C-1 and C-2 courses are lumped together in one category [funded at 44/1] and C-3 through C-6 (and beyond) [funded at 27/1] are lumped in another--and "level," that is, the adjustments necessary for lower-division, upper-division and graduate level classes. Thus it is assumed that fewer faculty members are necessary to teach 100 students in a large-lecture course than to teach the same number in a series of small seminars.

Faculty have traditionally been allocated to individual departments within the University according to a roughly similar principle: the projected number of sections that need to be taught leads to the projected number of faculty members needed to teach them. The Educational Policy Committee fears that a system of allocating faculty based solely on total student enrollments and target SFR will provide an unfortunate incentive to departments to teach fewer but larger sections in order to "buy" release time for faculty professional development. If (to take a far-fetched example) a department with a target SFR of 20/1 were to convert all its C-4 courses to C-2, it could teach the same number of students with half as many sections but still (if faculty were allocated solely on the basis of enrollment and SFR) receive the

same number of faculty positions as before. These positions, however, because of the system by which faculty are allocated by the state, would ultimately come at the expense of other departments which had chosen to retain a preponderance of small (C-4 or C-5) courses.

But if our hypothetical department were to convert its C-4 classes to C-3, it could increase the number of students per section without poaching on the allocations of other departments, since the state lumps C-3 courses into the same category as C-4 and C-5 for staffing purposes. Though the Educational Policy Committee can see the advantages in doing this, it regards the disadvantages--in particular the erosion of our institutional commitment to small classes--as outweighing them. It would thus like to put as many impediments as possible in the way of converting courses from C-4 or C-5 to C-3.

Policy on Free Electives FSD 86-21.R1

This policy is designed to assure students, particularly students in the B.A. programs, a certain breadth of education.

All degree programs at California State University, San Bernardino culminating in a Bachelor of Arts degree must normally provide space for the required number of units in General Education course work plus at least 10 units of free electives. All degree programs culminating in a Bachelor of Science degree must normally provide space for the required number of units in General Education course work plus at least 4 units of free electives. B.A. programs may substitute for the free electives a maximum of 6 units required for the major but taken in a College other than the College in which the major program itself is principally housed.

An exception to the required minimum totals of General Education course work plus free electives may be granted when written evidence is provided that a specific degree program cannot meet State-mandated requirements or cannot meet the requirements of an appropriate accrediting agency without reducing the number of free elective units.

The following shall not be considered free electives:

- Courses which do not confer baccalaureate credit.
- Courses which apply to any other University requirement (GE, PE, etc.).
- Courses which are prerequisites to any courses applied to satisfying the student's major or GE requirements.
- Courses which are applied to satisfying the student's major requirements.

Students who plan to graduate with a double major or a minor may consider course work in their second major or their minor, to the degree that it does not overlap with course work required for their first major, as free electives.

While free electives may be taken in any area of study, including the major, advisors should encourage students to take their free electives in courses outside their major field of study.

The number of free electives set by this policy represents a minimum. Departments are encouraged to develop programs which grant students considerably more free electives.

It is the responsibility of the University Curriculum Committee to monitor proposed degree programs, make sure that they comply with this policy, and judge the validity of any requests for exemptions.

Independent Study Courses FSD 77-191

The ad hoc committee on Independent Study proposes the following revision of University policy on Independent Study Courses (555 and 595):

Preamble:

This University has adopted an academic plan which recognizes that certain students may profit from the opportunity to carry on studies in depth and in breadth, and achieve intellectual growth by engaging in specially designed Independent Study courses. These courses are usually designated Independent Study (commonly numbered 595). They should not be confused with regular courses presented as tutorial or community service courses nor substituted for established courses. Over the past decade these courses have developed in various directions in a number of areas. In order to maintain the quality of the independent study courses and provide for some continuity of administration, the following guide-

lines have been established. These guidelines have been drawn up to insure certain standards while allowing flexibility for more specialized needs of individual departments.

1. Students are required to have a minimum overall GPA of 3.0 in order to be eligible to sign up for independent study.
2. Each department shall require a written application for independent study. This will serve as the student's contract. The contract should indicate the student's objectives, a tentative schedule of student-faculty conferences, the nature of the final project and the criteria upon which the independent study project will be evaluated. A copy of each approved contract is to be kept in a file in the department for at least one academic year.
3. A copy of each student's final independent study project is to be kept in a file in the department for at least one year. If placing a copy of the project on file is not feasible (as with films or productions) this should be indicated on the independent study contract. These final reports shall be placed in the file when the student's grade for the course is submitted.
4. It is required that within each department, independent study applications be reviewed and acted on each quarter, prior to registration. The procedure for this review shall be established by each department.
5. As a general rule, a faculty member is expected to devote an average of 1½ hours a week for each 5 credit independent study student he/she directs. A student taking independent study is expected to devote 3 hours per week for each unit of independent study (i.e., a 5 unit independent study should involve approximately 15 hours per week for a student).
6. Other regulations regarding independent study may be instituted at the department level as desired by individual department's needs. In particular, each department should decide how many units of independent study can be counted as units toward that major, credential or graduate degree.

Upper Division Writing Requirement FSD 81-112 Rev. II

The University-wide upper division writing requirement goes full into effect beginning with the Fall Quarter, 1982. The Colleges of Administration, Humanities, Natural Sciences and Social and Behavioral Sciences, as well as the English Department, will offer 306 courses as options by which students may fulfill this requirement. (There is also a University-wide examination). To aid in the University-wide coordination of these courses, the University-wide Committee on Writing Proficiency recommends the following:

1. A campuswide coordinator shall be appointed to help provide coherence and guidance for the various 306 courses. The coordinator and the University-wide Committee on Writing Proficiency shall review course outlines and syllabi to assist in maintaining common requirements and standards.
2. The Dean of each College offering 306 courses shall appoint a College coordinator to help provide coherence and guidance for the 306 sections within that College. These College coordinators will meet quarterly with the campus coordinator.
3. All faculty teaching 306 in a particular term are expected to participate in the development and scoring of the common Examination for all 306 sections that term. The Common Examination is not a Final Examination; it examines one kind of writing common to all sections and takes place shortly after the middle of the term. That examination is a text-based test of ability to write an organized expository essay in competent first-draft prose. The test on which the exam is based is of general interest and the questions are designed so as to be fair to students from any major. A common Final Examination for all 306 sections in a particular college is optional.
4. Students normally shall complete the upper division writing requirements by the end of the junior year.

Policy Statement Concerning Upper-Division Writing Requirement Exemption Examination FSD 81-15 Rev. V

1. The University should substitute its own Upper-Division Writing Requirement Exemption Examination for the current Long Beach test as soon as feasible, preferably by the end of Fall term, 1985. [This has been done.] While the normal way of meeting the requirement remains the successful completion of a 306 class, students passing the examination will meet the University Upper-Division Writing Requirement.

2. The examination should be designed specifically to gauge the skills in writing which the University expects from its graduates (after completion of a 306 course) and should provide students with adequate time (at least two hours) to demonstrate those skills. It should not be the same as the 306 Common Exam.
3. A University-wide Writing Requirement Exemption Examination Committee (WREEC) should be formed to oversee the development and set the standards for the examination. The WREEC has the responsibility of insuring that the test and the standards for passing it exceed the level of proficiency expected of students successfully completing a 495 course. The WREEC shall also see that the test measures this level of writing ability without ethnic or disciplinary bias. The WREEC shall be composed of the University 495 coordinator, an administrative representative, and one representative elected from each academic College, to serve two-year staggered terms. The representative from each College may be a full-time temporary or tenure-track instructional faculty member from within the College. It shall be free to delegate, as necessary, details of question development, pretesting, scoring, and validation, but it is expected to monitor such activities and assure that the results conform to the intent of the Faculty as a whole. A University WREEC coordinator (who may be the same person as the University 306 coordinator) will be appointed by the AVP on the recommendation of the committee to report to the WREEC and to administer the testing program.
4. Students taking the examination will be assessed in 1985-86 a fee not in excess of what they would be charged for taking the Long Beach test (currently \$10). Fees thus generated will be used to pay costs of pretesting questions, proctoring the test, and paying qualified readers (whose participation will be voluntary). If it is subsequently necessary to increase fees, test cost to the student should not exceed comparable fees at other CSU campuses.
5. After the examination itself has been in operation for one year, the WREEC should evaluate the results, report its evaluation to the Faculty Senate, and recommend any modifications which seem called for.

Policy on the Deletion of Inactive Courses FSD 82-171.R1

Courses listed in the University Bulletin should accurately reflect curricular offerings that students can expect to be available no less frequently than every three years. Accordingly, the following rules shall govern the identification and deletion of inactive courses from the University Bulletin.

- A. Identification and deletion of Inactive Courses. In the spring of each year, the University Curriculum Committee shall develop a list of courses that no longer appear active, based on the criteria below. Appropriate departments will be given an opportunity to review the list for accuracy and to explain to the Committee why a course should be retained in the University Bulletin despite its not having been recently offered. The University Curriculum Committee will then prepare a final list of inactive courses, based on the criteria for active courses and in light of the information obtained from the departments.

The list shall constitute a list of course deletions that will be forwarded to the Faculty Senate as an information item. The essence of this procedure is to develop the list of course deletions based on a set of objective criteria.
- B. Criteria for an Active Course. To be classified as active, courses (other than those taught in a supervision format) must have been taught at least once during the preceding three years, with the following exceptions:
 1. Regular courses:
 - a. Regular courses in small degree majors (a small degree major is one that is defined by having fewer than 10 undergraduate students per year, or fewer than 5 graduate students per year, complete the program over the last 5 years or over as many years as the program has been in the Bulletin, if less than 5):
 1. Courses that are requirements in a small degree major will be considered active, even if they have not generated FTE, if they have been regularly offered in the schedule.
 2. Courses that are electives in a small degree major will likewise be considered active, if the total number of elective units available in the major is equal to or less than 100 credit units.
 - b. Courses required or serving as electives in a breadth requirement for a newly developed program should automatically be classified as active for a total of two years from the fall that the program is first published in the Bulletin.

- c. A course that is included in the next fall=s published schedule shall be given until the census date of that fall quarter to qualify as active.
 2. Criteria for Active Supervision Instruction Classes. All supervision instruction classes are considered active.
 3. Courses for Summer Only. A course offered exclusively in the summer, provided this fact is stated in the course description and provided that the course has been taught within the last four summers, shall be classified as active.
- C. Reproposing a Deleted Course. When the department feels that a course deleted by the above procedure is needed to be returned to the curriculum, the course may be repropose through the normal curricular channels for a new course.
- D. Expedited Deletion of Inactive Courses. Department chairs, after their semi-annual review of CSUSB Bulletin copy for their departments and after appropriate consultation with members of their departments, may mark for deletion courses which are listed in the Bulletin as offered by their departments but which are inactive. The Office of Academic Programs shall compile a list of all such courses and, after all affected departments have been given notice of proposed deletions, shall forward the list to the University Curriculum Committee, which may include any or all of such courses in its annual list of course deletions.

Justification: The University Curriculum Committee is responsible for implementing campus policy on course deletions (FSD 88-09.R1). Academic Programs has advised the Committee, however, that it is not presently possible to compile a list of courses to be deleted under campus policy other than by hand, a cumbersome process which has been attempted only once in the past five years. The proposed expedited process will enable the Committee to remove deadwood from the Bulletin until the originally mandated process is more practicable and, additionally, to remove courses identified by the offering departments as inactive without waiting for the stated period of inactivity to elapse.

Program Discontinuance FSD 80-108

The following policy statement describes the procedures and requirements under which an academic degree program can be considered for elimination from the curriculum. Normally such a consideration would be motivated by a lack of funds, or a lack of student interest in the program.

A proposal to discontinue a bachelor's or a master's degree program can be made only following a special program review.

1. A request for the review of an academic program for the purpose of determining whether program discontinuance is warranted may be made by:
 - a) The faculty of the program;
 - b) the faculty of the College in which the program is located;
 - c) the Faculty Senate; or
 - d) the academic administration.
2. Upon receiving a request for the review of an academic program for possible discontinuance, the Executive Committee of the Faculty Senate will call for an election of a committee to conduct the review of that program. This committee will consist of:
 - a) Three tenure-track faculty, two shall be selected by and from the Curriculum Committee of the potentially affected College and one selected by and from the Committee on Curriculum and Instruction;
 - b) the Dean of the College in which the program is housed; and
 - c) an administrator designated by the President.
3. At a minimum, the review shall include:
 - a) consultation with faculty members who have taught courses in the program within the last two academic years;
 - b) an analysis of the relative cost of the program in terms of faculty positions, technical/clerical positions, operating expenses, library support, and other costs;
 - c) the development of alternatives for providing financial support for the program;

- d) an evaluation of the academic quality of the program;
 - e) a determination of the extent of interest in the degree expressed by currently enrolled students;
 - f) the suggestion of alternatives that may increase student interest in the program;
 - g) an assessment of future student enrollments and the specific community needs served by the degree program;
 - h) an assessment of the impact that discontinuance of the program would have on other degree programs, other campus activities, and the University's curricular priorities; and
 - i) the development of alternatives for enrolled students to complete the degree program or a related one in the event a recommendation is made to discontinue the program.
4. The ad hoc committee's report shall be reviewed by the Faculty Senate, and the recommendation of the Faculty Senate forwarded to the President.
 5. If the President decides that program discontinuance is warranted, procedures followed will be in accordance with EP&R 80-45 and 79-10.
 - a) "The campus president shall inform the Chancellor of the proposed discontinuance.
 - b) The Chancellor will review the proposal for systemwide effects with advice from whatever groups he deems appropriate, and may request additional information from the campus if needed for this review.
 - c) The Chancellor will ordinarily provide comments on all such proposals within 30 days. He will inform the President of any system concerns so that these may be considered in the final decision.
 - d) The President shall not take any administrative action leading to the de facto or official discontinuance of an academic program before the Chancellor has commented on the proposal."
 6. The full procedures outlined above are not practicable between Spring and Fall quarters. If events external to the campus (e.g., a general budget reduction) require decisions to be reached quickly, the procedures will be modified as follows:
 - a) The Executive Committee of the Faculty Senate shall appoint to an ad hoc review committee three tenure track faculty members, or more if necessary, to ensure that every College potentially affected by the program discontinuance is represented by at least one faculty member.
 - b) The number of administrative representatives shall not exceed the number of faculty representatives.
 - c) The committee shall follow as many of the procedures in #3 as possible.
 - d) The Executive Committee of the Faculty Senate or their designees will act for the Faculty Senate in forwarding a recommendation to the President (see Policy Statement 4).
 7. This policy applies in all instances where program discontinuance is within campus authority.

Policies on Justifications, Consultation Procedures and Format for Course and Program Proposals FSD 83-66.R1

I. Course and Program Justifications

An adequate course or program justification will state why the course or program is needed or should be deleted. The justifications should be stated in a few sentences that convey the intended meaning to readers from other academic disciplines. A statement that there are no hidden prerequisites will be required for all course and program justifications.

II. Consultation

Consultation is required on all course and program proposals that contain references to other departments or colleges either as prerequisites, corequisites or electives. Adequate consultation will require signatures on the proposal (in spaces labeled Aother@) or on separate attachments by the department chairs of all named departments and the deans of all colleges involved. In the event that a department chair or dean opposes a proposal, a statement to that effect should accompany the documents.

III. Format for Program Proposals (Academic Programs Form P)

Review of program proposals by the University Curriculum Committee will be facilitated if a standard format is used. All program proposals should contain the text of the current program as it appears in the Bulletin (if applicable) and the proposed text as it will appear in the Bulletin. All changes should be noted and justified. A two-column table summarizing the current and proposed program, including the numbers, titles, and units for each course should also become part of Academic Programs Form P. If the proposed program is a new one, and thus does not represent a change, a single column is sufficient.

CURRICULAR APPROVAL PROCESS

Guidelines for Submitting Curricular Proposals

Proposals for curricular changes normally originate at the department level, however any member of the University (faculty member, student or administrator) may begin the process. During the planning stages, it is recommended that the originator(s) contact Academic Scheduling and Curriculum to consult on the correct form(s) to use, availability of numbers, correct format to use, etc.

Forms are available from the web page at: <http://academic-affairs.csusb.edu/currguide/> or can be sent via email by contacting the Curriculum Analyst at x75059. P forms with the current program can be provided with a one- to two-day lead time.

Document Approval Process

The department's curriculum committee reviews the proposal, both C and P forms, and initiates consultation on all course and program proposals that contain references to other departments or colleges either as a required course, prerequisite, corequisite or as an elective. The College Curriculum Committee should check that all consultations have taken place, the College Dean should check that the proposal fits into the College's long range goals. The following signatures should be obtained before submitting to Academic Scheduling and Curriculum: originator, department chair, college curriculum committee chair, college dean, and any consultations.

Upon submission to Academic Curriculum, the Associate Provost, Associate Vice President for Academic Programs is responsible for the proposal until its final disposition. If it is approved, the AP has the responsibility of including it into the next University Catalog in the form in which it received final approval.

When proposals are received in Academic Curriculum, a document number is assigned. Proposals are then checked for current status with such things in mind as: typographical errors, inclusion on the Master Plan for new programs, adequate consultation and justifications, availability of course number, grading method and correct C/S number correlating to teaching method.

Proposals are then sent to the appropriate committee. Proposed changes to the general education requirements are sent the General Education Committee. All proposals are then sent to the University Curriculum Committee for review and approval.

The originator of the proposal is invited to the University Curriculum Committee meeting to answer any questions the committee members may have. Any modifications to a proposal made by a committee at the University level are noted on the form by Academic Curriculum. Changes are lined out with the modification noted on the form. The committee recommending the modification and the date are also noted.

Course proposals not attendant to a program form receive final approval at the University Curriculum Committee although they are sent to the Faculty Senate as information items.

Program change proposals and any attendant courses are sent to the Faculty Senate for review. Upon approval, the proposals are sent to the Administrative Affairs Council for review and approval. After review and approval by the University President, these changes are incorporated into the next University Catalog. Changes to programs and courses which do not need Chancellor's Office approval will be included in the next University Catalog if final approval (including the Administrative Affairs Council) is granted by the first meeting of the Faculty Senate in January.

New program proposals which can be approved by the President under Executive Order 283 in certain designated categories are also incorporated into the next University Catalog. New program proposals which are not designated in Executive Order 283 for the President's final approval are sent to the Chancellor's Office with any supporting documents for approval.

Course Numbers

Before assigning a new number to a course, check with Academic Scheduling to insure the number has not been reserved by someone else, and that it meets the guidelines for reusing numbers (see below).

1. Numbering system

Course numbers are divided into four categories:

000-099	Non-Degree Applicable
100-299	Lower Division
300-599	Upper Division
600-699	Graduate Level
700-799	Doctorate Level
990-999	Culminating Experiences such as Comprehensive Examinations

2. Reuse of numbers

- A course number at the undergraduate level (000-599) may be reused if it has been dormant for 10 years before being reactivated with a new course title and description. If the exact same course is to be reactivated before the end of 10 years, the same number may be used.
- A course number at the graduate/doctoral level (600-799) may be reused if it has been dormant for 7 years before being reactivated with a new course title and description.

3. Course changes

- When a course is being split in order to divide and/or expand the course material, it is generally best to delete the old course (on one Academic Programs Form C) and add two new courses (on two Academic Programs Forms C).
- If course material is changed to the degree that the department would allow a student to repeat the course for credit, a new number should be assigned.
- Courses with new numbers assigned, but basically the same course, should use the following sentence within the proposed course description: "Formerly _____." This alerts Evaluators to count the course only once in the student's grad check. Within the PeopleSoft system each course will have the same Course ID number so that prerequisite checking will allow the older course to fulfill the requirement.

CURRICULAR FORMS

Procedures for Submitting Course Proposals (New courses and changes to existing courses)

Course proposals must be submitted on Academic Programs Form C with all signatures requested (through the college dean) at the top of the form, including needed consultation signatures. Academic Scheduling will check the form for technical and policy adherence as well as review of Master Plan, staffing, facilities and equipment implications. The proposal will then be routed to all appropriate committees. As most committees do not meet on a weekly basis, the final approval of a course proposal may take 1-2 months after submission to Academic Scheduling. Courses which are attendant to program proposals will normally take longer. Forms are available at: <http://academic-affairs.csusb.edu/currguide/>

At the present time, all proposals for which final approval is granted by the January Faculty Senate meeting will appear in the University Catalog for the following year.

The "C" Form

1. Enter the name of the college under which this course is offered.
2. Enter the name of the department under which this course is offered.
3. Check all categories which apply to this course.

New course: has never before been offered.

Course deletion: remove from the Catalog and inactivate in Peoplesoft.

Number change: the course number is being changed. (See Course Numbers above)

Title change: the title of the course is being changed.

C/S# change: the mode(s) of instruction is/are being changed.

Unit change: the number of units is increasing or decreasing.

Description change: the description is being changed.

Prerequisite change: the prerequisite(s) is(are) being changed.

Grading method change: the grading method is being changed.

GE: give the category number under which this course is listed (or to be listed) (Will also require additional General Education paperwork)

Other: for any changes not listed above including, but not limited to, change in departmental prefix, cross-listing of courses, etc.

4. Signatures

Lines 1-4 must have signatures and dates before the proposal form will be accepted in Academic Curriculum. Academic Curriculum will route the proposal form to the appropriate University committees for evaluation and signatures of committee chairs.

5. Consultation with related Colleges/Departments.

Course proposals in which the interests of two or more departments overlap should indicate by signature of the department chair(s) that appropriate consultation has taken place. The signature does not necessarily indicate approval, any objections should be stated in writing and attached.

5. Current Course:

Enter the current designated department and number, course title, number of units, grading method and all C/S numbers. The course description should read **exactly as it is printed** in the current University Bulletin/Catalog, including any prerequisites. (Exception: do not include course units, these are listed next to the course department and number.)

6. Proposed Course:

Enter the proposed course information. It is not necessary to repeat information that is not changing, i.e. if the title of the course is not changing, do not repeat it under proposed.

Department number: obtain an available number from Academic Scheduling. 001-500 level numbers can be reused after 10 years, 600-700 level numbers can be reused after 7 years.

000 - 099 non-degree applicable

100 - 299 lower division courses

300 - 599 upper division courses

600 - 699 graduate level courses (may not be taken by undergraduate students)

700 - 799 doctorate programs

998 - 999 extended enrollment/comprehensive exams

Course title: do not abbreviate. Try to keep the title as concise as possible. Although the complete title will appear in the Catalog, student transcripts and *Class Schedule* listings will show only an abbreviated 30-character title.

Units: enter the total number of quarter units to be awarded for this course. For courses with a range of units, the course will be built in PeopleSoft with A=1 unit, B=2 units, C=3 units and so on.

Grading method: only one grading method can be used for a course. "Graded credit/no credit" and "Graded A,B,C/no credit" must appear in the course description. Courses which extend over two or

more quarters should note the type of final grade to be awarded. During the interim quarter(s), "RP" for Report in Progress can be given, with the final grade awarded at the end of the course.

Letter = Plus/Minus Letter Grade

CR/NC = Credit/No Credit

ABC/NC = ABC/No Credit

No grade = Non-graded

C/S number: list all C/S numbers (based upon mode of instruction, number of meeting hours per unit of credit, and workload factor) which will apply to this course, such as lecture and laboratory.

New course description: state the course description as it should appear in the *University Bulletin*, including the topics covered, experiences obtained or activities engaged in, the principal objective of the course and any prerequisites or concurrent enrollments. Use sentence fragments, omitting "This course covers" and "A study of," etc. Do not use abbreviations.

Sentences which must appear in the course description:

These sentences are important for advising purposes as well as for the completion of graduation requirement checks the Office of Admissions and Records.

- a. Repeat of courses for credit. At times it is appropriate for a student to repeat a course for credit, such as an independent study course. The catalog description must always include a statement to this effect to ensure that credit will be awarded as well as how many units can apply toward the degree and how many units beyond that, if appropriate, can apply toward graduation as free electives. These limits are also built into the course information/limitations in Peoplesoft. The following sentences will affect the footnotes for the course printed in the class schedule and should be included in the course description if it applies to this course:
 1. May be repeated for credit. A total of ____ units may be applied toward the degree.
And if appropriate: A total of ____ units may be applied toward graduation.
 2. May be repeated for credit as topics change, for a total of ____ units.
 3. Must be repeated for a total of ____ units.
- b. Cross-listing of courses. If two departments have a need to present courses of substantially the same content, the courses should be cross-listed between the departments. Whenever the course is offered, the student has the option of enrolling through one department or the other. In PeopleSoft, these courses will have the same CourseID number (provided they are exactly the same.) Justification for the cross-listing should be provided in the course proposal. The following sentences will affect the footnotes for the course in the class schedule (as well as the grad check) and should be included in the course description:
 1. Also offered as (same number, different dept.). Students may not receive credit for both.
 2. Also offered as (two or three other courses). Students may receive credit for only one course.
 3. This course is equivalent to (different dept/number). Students may not receive credit for both.
- c. When a course has been renumbered and students cannot receive credit for both the old and new course, the following sentence should be used:
Formerly (the previous course department and number).
- d. Occasionally, a department may wish to offer a course for the benefit of certain groups of students but deny credit toward major requirements. The reasons for limiting the credit should be stated in the justification and the course description should carry a designation such as:
May not be counted toward fulfilling requirements in the _____ major.
- e. Suppressed schedule codes. Courses for which registration is restricted to a select group of students may have the schedule number suppressed in the class schedule. Students will need to see the the appropriate person/department to complete their registration into the course.
Prerequisite: consent of department.
- f. Combination lecture/lab. Courses which have mixed modes of instruction should state that in the course description. Courses with only a lecture portion does not include the hourse in the description.
Three hours lecture and three hours laboratory.
Two hours lecture and four hours activity laboratory.

6. Listed in the catalog as a required or elective course
- Required course in what major/minor/option/concentration/certificate/credential(s): List all programs in which this course is listed as a requirement. Delineate between B.A./B.S. and M.A./M.S. if the department offers both the bachelor's and master's degree. Include all concentrations, options, etc. within those degrees. If this information is not available in the department office, contact Academic Curriculum at x75059.
For course changes which affects any program requirements (such as a change in units), a Program Proposal P form must be submitted at the same time to show this change. A title change will be done automatically in the next Catalog by Academic Curriculum, a Program Proposal P form is not necessary.
 - Elective course in what major/minor/option/concentration/certificate/credential(s): List all programs in which this course is listed as an elective. Delineate between B.A./B.S. and M.A./M.S. if applicable. Also include all concentrations, options, etc. within those degrees.
If a course change affects any program requirements (such as a change in units) a Program Proposal P form must be submitted at the same time to show this change. If the course is being added to a list of possible electives, indicate which category (by number or name) this course will be listed under; a "P" form will not be necessary if this information is given on the "C" form accurately.
7. Justification. Explain in detail any of the following which apply in as much detail as possible:
- Need for the course within department and University (such as accreditation).
 - Why the course is being changed. (title, description, number of units, CS#)
 - Why the course is being split into two separate courses.
 - Reason for any other change proposed.
9. Proposed abbreviated title.
Limited to 30 alphanumeric characters (25 is best). This abbreviated title will appear on student transcripts, in the Course Inventory File and in the *Class Schedule*. The abbreviated title should reflect as accurately as possible the content of the course.
Courses which will be offered as variable topics should use a colon at the end of the title to indicate that this is the generic course and cannot be offered to students. This title does not appear in the Class Schedule, only the variable topic title will show.
10. Course specifications.
One block should be used for each mode of instruction (lecture and laboratory/supervision). The Course/Supervision number is used to determine faculty staffing and workload for courses and supervised independent study.
C/S Number: Use the C/S number table to determine correct number to use.
Adjusted Units: Enter the number of units for this mode of instruction.
Space Type: Regular should be checked for lecture/discussion type courses; Lab checked for laboratory courses; and None for supervision, field work, community service or activity type course which will not be using a class or laboratory room.
Class Size: Small for up to 30 students; Intermediate for 30-72 students; and Large for over 72 students.
Class Type: Mark the category which corresponds to the C/S number.
No. of hours per week this mode meets: Lecture/discussion courses normally meet one hour per unit of credit, activity courses normally meet two hours per unit of credit, and laboratory/performance courses normally meet three hours per unit of credit. This information is also listed on the C/S number table.
11. For Academic Programs Office use: Do not enter any information in this area.
12. Arrangements for staffing: If no additional staff is needed for this course, enter "existing." If further staffing is needed, attach a justification. (Note: while the department may have existing expertise for a new course, diverting faculty time and resources to a new course may require additional staffing for replacement).
13. Facilities, materials and equipment: If no additional facilities, materials or equipment are needed, enter "existing." If further facilities, materials or equipment are needed, attach a justification.

14. Changes made to the proposal after it is seen at the University Curriculum Committee and Faculty Senate will be made by Academic Curriculum directly on the form, with a notation having been amended by the committee.

Procedures for Submitting Program Proposals

(New degrees and changes to existing programs including sub-programs [options, concentrations, specializations, tracks, emphases, etc.] offered under an existing program, minors, certificates and departmental honors)

P forms for existing programs can be requested from Academic Curriculum on an as-needed basis. Once it is completed and initial approval by the Department, College Curriculum Committee and Dean, as well as any consultation signatures needed, program proposals can be submitted to Academic Curriculum. Templates for new programs can be found at the web site: <http://academic-affairs.csusb.edu/currguide/>

Academic Curriculum will check the forms for typographical errors, unit totals, technical and policy adherence as well as review of Master Plan, staffing, facilities and equipment implications. The proposal will then be routed to all appropriate committees. As most committees do not meet on a weekly basis, the final approval of program changes may take 2-3 months after submission to Academic Curriculum. New programs will take longer for Chancellor's Office approval, typically 3-6 months after leaving campus.

Program proposals for which final approval (Chancellor's Office or President's signature) is granted by the January Faculty Senate meeting will appear in the University Catalog the following year.

The "P" Form

Existing Programs

Existing programs are provided via e-mail as an attachment set up in the format required by the Faculty Senate in a Word document. The current program is provided in the left-hand column and is current to the last approved proposal.

First, a justification for the proposed program, or changes to the program are needed. Include reasons for the changes being proposed, justifications and remarks about the program in paragraph form. Indicate if the program changes are in response to academic review or accreditation recommendations. Amendments at the university level will be made with a typewriter on the original hard copy, so for clarity, use the font Times New Roman or similar, size 10 - 11, using upper and lower case, all caps are difficult to read.

1. The entire current program is provided in the left column. If the changes proposed pertain to only a small portion of the program, *delete those sections* in the left column that are not being changed with this proposal. Then enter the proposed change in the right hand column only. If the entire program has several small changes in different sections, then the current sections with no changes should be referred to in the right-hand column as "no change" or "same".

If a large paragraph has a minor change, it is desirable that ellipses (...) be used for the portion not changing so that the change will be more apparent to those reviewing the proposal.

Graduate level programs in which Admission to the Program, Advancement to Candidacy or Requirements for Graduation are the only section(s) changing, delete the program requirements before sending to Academic Curriculum and vice versa. This will save paper as the proposals are photocopied several times for evaluation by university-level committees.

2. Be sure to add a justification before typing in the current and proposed columns. This provides the evaluator information before reviewing the changes.
3. Proofread, spellcheck, print out the final version and obtain all signatures on the left-hand side, through the College Dean, before sending the signed hard copy to Academic Curriculum.
4. Academic Curriculum should receive a hard copy of the proposal with required signatures as well as a copy on a disk. Programs and courses may be submitted on the same disk. Or they can be sent as attachments to: dwanford@csusb.edu
5. Once all university-level approval signatures are obtained, a final copy with all signatures affixed will be returned to the department and college.

3. Eight courses (a minimum of sixteen units) of 600-level courses listed under "Course Categories" below. Must include at least two 600-level courses from each of the following categories:
 - A. Cellular and Molecular Biology
 - B. Physiology and Organismal Biology
 - C. Ecology and Evolutionary Biology
4. Twenty-five (25) units of electives to be chosen from biology or related courses at the 600-, 500- and 400-levels, with at least one course in each of the categories (A, B, and C) above. A maximum of six (6) units from any combination of BIOL 595, BIOL 692, and BIOL 695 may be applied toward the student's degree.
5. Upon completion of all course work, attendance of at least one per quarter Biology Department graduate presentations or selected colloquia, until the comprehensive examination has been passed.
6. Successful completion of the Department of Biology Comprehensive Examination.

Course Categories

A. Cellular and Molecular Biology

- BIOL 402. Genetic Engineering (4)
- BIOL 428. Concepts of Molecular Genetics (4)
- BIOL 472. Virology (4)
- BIOL 492. Recombinant DNA Techniques (4)
- BIOL 590A. Senior Seminar - Molecular (2)
- BIOL 590C. Senior Seminar - Cellular (2)
- BIOL 590I. Senior Seminar - Microbiology (2)
- BIOL 600. Advanced Topics in Molecular Biology (2)
- BIOL 605. Advanced Topics in Cell Biology (2)
- BIOL 651. Advanced Topics in Molecular Genetics

BIOL 678. Advanced Microbiology (2)

B. Physiology and Organismal Biology

- BIOL 424. Comparative Animal Physiology (6)
- BIOL 431. Comparative Plant Physiology (6)
- BIOL 440. Principles of Development (5)
- BIOL 476. Immunology (5)
- BIOL 480. Introduction to Neurobiology (4)
- BIOL 524. Advanced Vertebrate Morphology (3)
- BIOL 524. Advanced Vertebrate Morphology (3)
- BIOL 576. Endocrinology
- BIOL 590D. Senior Seminar - Physiology (2)
- BIOL 590F. Senior Seminar - Animal Use (2)
- BIOL 590J. Senior Seminar - Zoology (2)
- BIOL 590K. Senior Seminar - Botany (2)
- BIOL 620. Advanced Topics in Plant Biology (2)
- BIOL 624. Advanced Topics in Physiology (2)
- BIOL 660. Advanced Topics in Development (2)
- BIOL 675. Advanced Topics in Parasitology (2)
- BIOL 677. Advanced Immunology (2)

C. Ecology and Evolutionary Biology

- BIOL 522. Population Genetics (4)
- BIOL 565. Physiological Ecology (6)
- BIOL 590B. Senior Seminar - Biosystematics (2)
- BIOL 590E. Senior Seminar - Ecology (2)
- BIOL 590G. Senior Seminar - Genetics (2)
- BIOL 650. Advanced Topics in Genetics (2)
- BIOL 664. Biosystematics (2)
- BIOL 670. Advanced Topics in Ecology (2)
- BIOL 680. Advanced Topics in Evolution (2).

New Programs

After new degrees have been added to the Academic Master Plan by the Board of Trustees, Academic Programs Form P should be submitted to Academic Curriculum. A blank P form is available on the web at: <http://academic-affairs.csusb.edu/currguide/> After the proposal has gone through the curriculum process and a final approval given, by the Chancellor's Office if necessary, it will be incorporated into the next catalog.

Using the current Catalog for format, state all program requirements as they should appear in the University Catalog.

1. Degree, certificate and minor course requirements are listed in alphabetical order by department. Some degrees list elective courses in categories to show compliance with accreditation requirements.
2. When the student has a choice between two or more courses to fulfill one requirement the following should be used:
 - "XX units chosen from:"
 - (for two or more courses.)

If the courses have different unit values, state the number of units that are the minimum required for that particular category:

 - "A minimum of XX units chosen from:"
3. Bachelor's degree requirements are listed by lower division (with total unit requirements) and upper division (with total unit requirements).
4. Categories which list both lower and upper division courses that could be taken are listed under a separate heading. A group of lower/upper division courses which satisfy a particular requirement such as statistics, should have the category name of "Statistics" with the courses listed beneath.
 - "Statistics
 - Four units chosen from:"
5. New programs should list a breakdown of the total unit requirements. This breakdown should show lower and upper division units, general education units, any overlap with general education, and free elective units. Courses which require prerequisites should be marked with an asterisk.
6. Master's degree proposals should list all requirements such as admission to the program, advancement to candidacy, requirements for graduation, and degree requirements.
7. For clarity to all the committees who review these proposals, use the standard department abbreviations and numbers as they appear in the University Catalog. Course titles should not be abbreviated.
8. For programs which are incorporating new courses, be sure to check that the course title on the C form and within the P form are the same. Titles for current courses should be the same as what is listed in the catalog.
9. To remove a program from the catalog, a P form is required. The justification for the removal should include all reasons for the removal. The program itself does not need to be on the form.

Guidelines

The following are guidelines to help determine if a P form should be submitted with a course proposal, Academic Programs Form C. It may seem petty to require a P form for simple changes; however, a paper trail is very important for tracking changes as faculty and department chairs change. For questions, contact the curriculum analyst in Academic Curriculum, 75059.

"P" form required:

1. A change in course units changes program unit requirements.
2. A change in course number affects categories in which the course is listed. This is critical if the course has been changed to a different level (graduate level, upper or lower division) to show that the program still meets Title 5 requirements, especially at the graduate level. This may also affect the units in which the course is listed (from upper to lower division, the unit value for those categories will change.)
3. Any changes that will affect student requirements (admission to program, advancement to candidacy, etc.).

4. Adding a course to a program as a requirement.
5. ALL changes to the General Education requirements. Changing a course substantively will also require a P form.

No "P" form required:

1. A course change submitted on a C form which does not affect the program (such as a C/S# change, etc.).
2. A course title change submitted on a C form. The title will be changed by Academic Curriculum in all programs in which this course is listed. It is the department's responsibility to list all programs in which this course is listed, including programs in other departments, on the C form.
3. Change in course number is within the same level (lower or upper division, graduate level).

Title 5 Requirements

The following unit requirements are set forth by the State of California in the Title 5 Regulations.

Bachelor of Arts

Quarter units required in the major	36
Must be upper division	18
Total quarter units required for the degree	186
Must be upper division	60

Bachelor of Science

Quarter units required in the major	54
Must be upper division	27
Total quarter units required for the degree	186-198
Must be upper division	27 (60 CSUSB)

Master of Arts and Master of Science

Minimum quarter units required for the degree	45*
At least one-half must be 600-level	
No more than 9 units shall be allowed for thesis or project	

Minors

Quarter units required for the minor	18
Must be upper division	9

Certificates

No minimum required by Title 5
CSUSB average has been 30 quarter units

*NOTE: Master's degree programs requiring more than 45 units must have exceptional justification (e.g. licensure or accreditation standards).

Options, concentrations and special emphases within a BA/BS degree must be related by a common core of at least five courses.

Options, concentrations and special emphases within an MA/MS degree must be related by a common core of at least three courses.

Authority is delegated to the campus president to approve implementation of certain options, concentrations, special emphases and minors. (See Executive Order 283, page 127.)

Certain other options, concentrations, special emphases and minors require Chancellor's Office approval as well.

Academic Programs must report the details of all options, concentrations, special emphases and minors to the Chancellor's Office before implementation can take place.

TOPICS

Fixed Topics

Courses which have permanent topics appearing in the catalog are considered fixed topic courses. To change this type of course, the course description itself or adding/deleting a topic, a C form needs to be submitted.

Example:

SPAN 316. Spanish for the Professions

Oral and written practice in terminology used in various professions. May be repeated as topics change.

- A. Communications (4 units)
- B. Health Science (4 units)
- C. Education (4 units)
- D. Business (4 units)

Variable Topics (Temporary and Permanent)

Temporary Variable Topics are offered under the rubric of an existing generic course which appears in the catalog, usually with a title of "Topics in ____" or "Seminar in ____". This category of classes is reserved for a **short term** offering, such as for a visiting guest lecturer or a prominent event, and does not appear in the catalog, but the title will appear in the Class Schedule and on the student's transcripts. It can also be used to test the waters to see if a certain topic has enough student interest to then change the status to a permanent topic or an individual course with its own unique number. For approval, the signature of the originator, the department chair and college dean needs to be on the form before submitting to Academic Scheduling. Temporary topic courses are available for offering for five consecutive quarters (i.e. 054-064). At the end of the fifth quarter the course should be evaluated to determine if there was enough interest to warrant permanent offering. If there is, either a Permanent Topic Form or C form should be submitted to Academic Scheduling. The final approval of a temporary variable topic normally takes 1-2 weeks after submission to Academic Curriculum.

Permanent Variable Topics may have been offered as temporary topics and the department would like to continue offering them, but not as often as would warrant making them a permanent individual course. As these courses are available for offering on a permanent basis, approval is also required by the College and University Curriculum Committees. Once a topic form is submitted Academic Curriculum will check the forms for technical and policy adherence. Proposals for permanent variable topics will then be routed to the University Curriculum Committee. As this committee does not always meet on a weekly basis, the final approval of a proposal for a permanent variable topic course may take 1-2 months after submission to Academic Curriculum. If a department knows that they would like to submit a permanent topic course, but be able to offer it before it is reviewed by the College CC or UCC, they can ask for temporary status, with permanent status noted within the database after approval.

Topics must be submitted to Academic Scheduling based on a timetable set up for the build of the Class Schedule for a particular quarter. At this time the following timetable is in effect:

- Spring quarter topics should be submitted before the set date in early November
- Fall quarter topics should be submitted before the set date in early March
- Winter quarter topics should be submitted before the set day in early September

Variable Units

Seminar type courses which have a range of units, such as an internship or independent study, have a suffix which corresponds to the number of units offered. (A=1 unit, B=2 units, C=3 units, etc.). With the PeopleSoft system, the use of A,B,C for variable topics is not used.

The "T" Form

1. Enter the name of the college under which this variable topic course is offered.
2. Enter the name of the department under which this variable topic course is offered.
3. Check the category with applies to this course. (Permanent or Temporary). If the topic is submitted for permanent status, but the department would like to offer it before then, a copy signed by the originator, department chair and college dean can be submitted for temporary status, the original should then be signed by the college's curriculum committee chair and forwarded to Academic Curriculum. Once the University Curriculum Committee has granted approval, the course will be changed to permanent status in the Peoplesoft.
4. Enter the current generic variable topic course department and number, course title, units, grading method, C/S number and the generic course description *as it appears in the catalog*.
5. Enter the proposed topic information as indicated. Do not abbreviate the title.
6. List all programs in which this variable topic course is listed as a requirement. Delineate between B.A./B.S. and M.A./M.S. if the department offers both the bachelor's and master's degrees, as well as any options, minors, and concentrations.
7. List all programs in which this variable topic course is listed as an elective. Delineate between B.A./B.S. and M.A./M.S. if the department offers both the bachelor's and master's degrees, as well as any options, minors, and concentrations.
8. Justify in detail why this variable topic course is needed. (List any accreditation needs also.)
9. Variable topic course proposals in which the interests of two or more departments overlap should indicate by signature of the department chair(s) that appropriate consultation has taken place. The signature does not necessarily indicate approval, any objections should be stated in writing and attached.
10. The abbreviated title will be filled in by Academic Curriculum.
11. If no additional staffing is needed for this course, enter "existing."
12. If no additional facilities, materials and equipment are needed for this course, enter "existing."
13. Fill in the quarter the topic should first be offered.
14. Signatures from the originator, department chair, college curriculum committee chair and dean must be obtained before submission to Academic Curriculum.

ACADEMIC PROGRAMS FORM T - TOPICS

COLLEGE: PERMANENT ____ TEMPORARY ____
DEPARTMENT: DELETION ____

Please indicate quarter this topic should begin. Temporary Topics are available for five consecutive quarters.

Quarter begin: _____ end: _____

TEMPORARY TOPICS this side only (1,2,4):

PERMANENT TOPICS must have all signatures (1-4)

- 1. _____ Date _____
Originator
- 2. _____ Date _____
Department Chair
- 3. _____ Date _____
College Curriculum Committee
- 4. _____ Date _____
College Dean

- 5. _____ Date _____
General Education Committee
- 6. _____ Date _____
Ethnic Studies Committee
- 7. _____ Date _____
University Curriculum Committee
- 8. _____ Date _____
Associate Provost, Academic Programs

<u>CURRENT GENERIC COURSE</u>	Dept & No:	Units:	Grading Method:
Course Title:			CS #:
Catalog Description:			

PROPOSED TOPIC TITLE AND DESCRIPTION:

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**ABBREVIATED TOPIC TITLE: (20 SPACES TOTAL)**

Required in what programs

Elective in What Programs:

JUSTIFICATION: Explain why this course (or change) is needed

CONSULTATION: (Signature indicates other department has been notified of any changes)

\_\_\_\_\_  
Signature from related School/Department

\_\_\_\_\_  
Signature from related School/Departments

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## COURSE CLASSIFICATION SYSTEM

| CS # | Definition                                                                     | Weekly class hours per unit of credit | Section size         |                 |       | K Factor |
|------|--------------------------------------------------------------------------------|---------------------------------------|----------------------|-----------------|-------|----------|
|      |                                                                                |                                       | LD                   | UD              | GD    |          |
| 01   | Large Lecture                                                                  | 1                                     |                      | Facility limits |       | 1        |
| 02   | Lecture discussion                                                             | 1                                     | 40                   | 40              | 40    | 1        |
| 03   | Lecture-composition/<br>counseling/case study                                  | 1                                     | 30                   | 30              | 30    | 1        |
| 04   | Discussion                                                                     | 1                                     | 25                   | 25              | 25    | 1        |
| 05   | Seminar                                                                        | 1                                     | 20                   | 20              | 15    | 1        |
| 06   | Clinical                                                                       | 1                                     | 20                   | 10              | 10    | 1        |
| 07   | Activity                                                                       | 2                                     | 24                   | 24              | 24    | 1.3      |
| 08   | Workshop                                                                       | 2                                     | 30                   | 30              | 30    | 1.3      |
| 09   | Activity                                                                       | 2                                     | 40                   | 40              | 40    | 1.3      |
| 10   | Activity                                                                       | 2                                     | 10                   | 10              | 10    | 1.3      |
| 11   | Activity                                                                       | 2                                     | 30                   | 30              | 30    | 1.3      |
| 12   | Activity                                                                       | 2                                     | 20                   | 20              | 20    | 1.3      |
| 13   | Activity                                                                       | 2                                     | Facility limits (24) |                 |       | 1.3      |
| 14   | Activity                                                                       | 2                                     | 15                   | 15              | 15    | 1.3      |
| 15   | Laboratory                                                                     | 3                                     | Facility limits (24) |                 |       | 3        |
| 16   | Laboratory                                                                     | 3                                     | Facility limits (24) |                 |       | 3        |
| 17   | Clinical                                                                       | 3                                     | 8                    | 8               | 8     | 3        |
| 18   | Major Sport                                                                    | 3 or more                             | 20                   | 20              | -     | 6        |
| 19   | Minor Sport                                                                    | 3 or more                             | 20                   | 20              | -     | 3        |
| 20   | Performance                                                                    | 3 or more                             | 20                   | 20              | 20    | 3        |
| 21   | Performance                                                                    | 3 or more                             | 40                   | 40              | 40    | 3        |
| S23  | S12 Supervision                                                                |                                       |                      |                 | 12    |          |
| S24  | S18 Supervision                                                                |                                       | 18                   | 18              | 18    | .67      |
| S25  | S24 Supervision                                                                |                                       | 24                   | 24              | 24    | .5       |
| S36  | S36 Supervision                                                                |                                       | 36                   | 36              | 36    | .33      |
| S48  | S48 Supervision                                                                |                                       | 48                   | 48              | 48    | .25      |
| 77   | Peer taught/ROTC or non<br>workload=not state support                          |                                       | blank                | blank           | blank |          |
| 78   | Workload is assigned<br>non-traditional instruction, examination or evaluation |                                       | blank                | blank           | blank |          |

## ASSIGNING COURSE CLASSIFICATION (C/S) NUMBERS

1. Refer to the Course Classification Chart and examples below to assign the correct C/S number(s).
2. Be sure to refer to the Column entitled "Weekly Class Hours Per Unit of Credit." Note the differences in numbers of hours of weekly class meetings required for the different C/S numbers.

Examples: A 4-unit course assigned a single C/S number of 05 would meet 4 hours per week.

A 4-unit course assigned a single C/S number of 08 would meet 8 hours per week, etc.

3. Although Workload K-Factor is not required in completing Form C, take note of the K-Factor column and the different amounts assigned to different C/S numbers. To find total Weighted Teaching Units (WTU's) for a particular course, use the following formula.

Multiply Workload K-Factor for each C/S number assigned by each adjusted unit assigned.

Example: A 5-unit lecture/laboratory course generates 6 WTU's.

|                       |                       |
|-----------------------|-----------------------|
| C/S # 04 (Lecture)    | CS # 16 (Lab)         |
| Adjusted units 4      | Adjusted units 1      |
| W-K factor $\times 1$ | W-K factor $\times 2$ |
| 4 +                   | 2 = 6 WTU             |

Example: A 4-unit seminar course generates 4 WTU's

|                       |
|-----------------------|
| CS # 05 (Seminar)     |
| Adjusted units 4      |
| W-K factor $\times 1$ |
| 4 = 4 WTU             |

4. C/S numbers 12 through 48 are "supervision" mode or "courses individually supervised." They do not require weekly class hours.

The Weighted Teaching Units (WTU's) associated with these courses is determined by dividing 12 WTU (full faculty workload for a term) by the S number and multiplying the number of students enrolled.

Example: S 25

.48 = 1/2 WTU for each student enrolled  
25 12.00 WTU's (25 enrollments)

Example: S 36

.33 = 1/3 WTU for each student enrolled  
36 12.00 WTU's (36 enrollments)

Example: S 48

.25 = 1/4 WTU for each student enrolled  
48 12.00 WTU's (48 enrollments)

# ACADEMIC MASTER PLAN

## Mission and Goals of CSUSB FSD 86-16, revised February 3, 1987

The mission of California State University, San Bernardino is to be a comprehensive public institution of higher learning which prepares men and women from San Bernardino and Riverside Counties for lives of personal growth, professional advancement and service to the community.

The University fulfills its mission through a broad and expanding range of educational opportunities. In addition to well-established programs in the arts, letters, sciences, business and public administration and education, the University offers a broad range of applied programs such as computers, human services and nursing, and other programs needed for emerging career fields in this rapidly changing service area. The University grants bachelor's and master's degrees, general and specialized teaching credentials and certificates attesting to academic, professional or vocational competencies. It also sponsors conferences, institutes, workshops and other continuing education opportunities for the community.

A unique feature of the University is the instructional program which combines small classes and independent study. This format nurtures critical and creative thinking, intellectual activity and active student participation. Central to this is the maintenance of a strong and dedicated faculty with commitment to both quality instruction and scholarly endeavor, a fine support staff which fosters out-of-class learning to complement in-class experiences and well-equipped facilities.

The University recognizes the challenge and potential inherent in the projected growth and change in the region. The service area encompasses 27,400 square miles. The region ranks 25th in the nation and fifth in the state as a major market and growth region. The population of the two counties, a richly varied economic and ethnic mixture, is expected to grow from more than two million in 1986 to approximately three million by the year 2000.

Students served by the University are representative of the population of this region: younger students of traditional college age who enter from high schools or transfer from community colleges and older students resuming their education. Fully half of these people pursue their education on a part-time basis; more than 75 percent are employed full or part-time. Groups the University serves include: business people, teachers and other professionals; military personnel and veterans; a broad range of ethnic minorities; retirees; persons with disabilities; and individuals newly arrived in the United States. Although the student body is drawn primarily from Inland Southern California, the University also attracts students from the entire state, other states and foreign countries. Most students attend classes on campus during the day or evening. However, the University increasingly provides educational opportunities to students who are unable to commute to campus by offering instructional programs at off-campus sites or by non-traditional means. To meet the diverse needs of these students, the University offers day, evening and weekend classes, flexible scheduling, off-campus programs and nontraditional instruction.

The University, a unique partner with communities in its service area, is unmistakably regional in its outreach. It provides opportunities for community participation in intellectual, cultural, recreational and social activities on campus; and, through its programs in the visual arts, music and theatre arts, serves as a regional cultural center. To the extent possible, the University makes campus facilities available to community groups. As the University moves toward its goal of increased service to the area and the state, it looks forward to greater opportunities to share resources and to exchange knowledge, ideas and experience.

## Summary of Systemwide Guidelines for Five-year Academic Master Plans EP&R 85-19

### A. Trustee Guidelines

The following is a summary of academic planning policies which have been adopted over time by the Board of Trustees:

1. Curricula are to reflect the needs of students and of the State.
2. The foundation program for all campuses in the system consists of liberal arts and sciences, business administration and teaching. [The Board defined specific subject areas which would be regarded as the "Broad Foundation Program." The list was updated in 1979 by the Project Team on Academic Programs and reprinted on page 33 of Academic Program and Resource Planning in the California State University, 1980.]

3. Programs in applied fields and professions other than those above are to be allocated within the system on the basis of (1) needs of the State; (2) needs of the campus service area; and (3) identification of employment opportunities.
4. "All colleges cannot be all things to all people." Curricula in the applied fields and professions are therefore to be located in a systemwide pattern which will achieve an equitable and educationally sound distribution of programs throughout the State.
5. While all colleges may wish to offer the same programs, the Trustees exercise great selectivity in the final approval of new curricula.
6. Specialized, high-cost programs are to be allocated on the basis of review and study of the individual subject area.

Subsequent policies adopted by the Board include the following:

7. Degree programs are to be broadly based and of high academic quality.
8. Unnecessary proliferation of degrees and terminologies is to be avoided.
9. A formal review of existing curricula is to be conducted by each campus as part of the overall planning process.
10. The Academic Master Plans serve as the basis for campus master planning (facilities).

B. Guidelines recommended by the Division of Educational Programs and Resources (in Academic Program and Resource Planning, July 1980, p. 41):

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

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

1. Are the anticipated resources of the campus (primarily in terms of existing faculty positions and new faculty positions anticipated from total campus enrollment growth) sufficient to initiate and sustain all of the programs offered and projected? If not, will some faculty positions be reassigned from existing programs, or will the number of projected programs be reduced?
2. Is there a campus commitment to placing resources into the development of new programs rather than into existing programs?

For each program on the Academic Master Plan:

1. Does this program fill an unmet need in terms of (a) student demand or (b) statewide or regional manpower needs? If neither of these, is there a compelling rationale for the program?
2. Is the new program the most efficient way of meeting the need identified, or are there other alternatives?
3. Are expectations about student enrollment realistic when compared with experience at other campuses?
4. Do programs exist on the campus or at nearby campuses from which the projected program would draw students? If so, have plans been made for the resulting enrollment declines in existing programs?
5. If the program is one which will prepare students for a specific occupation or profession, are there current surpluses of individuals in the region or in the State so trained?
6. If the program is one which is designed to provide professional upgrading of individuals who are already employed, are there openings in the higher professional levels?
7. Will failure to implement this program require altering other plans of the campus? Will some instructional areas be left incomplete?

C. Additional academic planning guidelines suggested by the Division of Educational Programs and Resources and/or the Committee on Academic Planning and Program Review:

1. New master's degree programs should be projected only where the sponsoring department is well established and has achieved a level of quality which has been affirmed by a program review or, in subjects where national accreditation is available, by a visiting team. Attention should be given to the impact the proposed master's degree will have upon the corresponding bachelor's degree and other instructional activities of the department.

2. Resource investments/reallocations in support of new programs should be sufficient to demonstrate the campus's commitment to the success of those programs. It is rare that a coherent degree major can be designed by merely "repackaging" existing courses in an effort to reduce costs. If new programs cannot be well supported, each campus should seriously consider whether they should be initiated at all.
3. The Academic Master Plan should be more than a list of new programs. It should represent the collective opinion of campus constituencies about which desired new programs best serve the long-term interests and development of the campus as a whole and which most contribute to advancement toward the goals of the campus.
4. New bachelor's degrees should be as enduring as possible in content and title (see EP&R 85-13).

#### Some Planning Assumptions for the California State University System

EP&R 85-19

The following planning assumptions, developed by the California State University Committee on Academic Planning and Program Review, may be useful in forming or revising campus planning assumptions.

##### A. Missions

It is assumed that the governance, structure and mission of The California State University will remain essentially stable. Within that mission, distinctive campus identities will continue to be encouraged. These should be developed and expressed within the Master Plan mission for the CSU; they should reflect the goals adopted for General Education; and they should be built around instruction in basic (core) undergraduate subjects as suggested by the Project Team on Academic Programs (May 1979). The mission and goal statements will be used increasingly by accrediting associations, Trustees and others to measure and monitor college achievement and progress.

Unique identities--in addition to identification with the CSU system and its mission--should both strengthen the campuses in the 1980s and provide for student access to a variety of programs throughout the State. The California Postsecondary Education Commission in March 1980 adopted a recommendation which stated:

Because it is no longer feasible for each campus to aspire to offer in all fields programs of high quality, the segments should work toward identifying certain campuses as centers for specialization and distinction in specified fields of study. The process should also have as a goal a more precise definition of curricular missions for all campuses in the system, as a first step toward the possible reallocation of resources. Accordingly, areas of distinction or uniqueness will be encouraged in campus mission statements and planning assumption.

##### B. Instructional Quality

The regular review by each campus of existing programs will continue to be one important way of ensuring that program quality is maintained. The effectiveness of program review in maintaining quality will become an important area of concern and evaluation. Review methods will continue to be improved.

Curricular priorities, instructional quality and long-term institutional integrity were identified as system priorities when contingency plans were developed for Proposition 9. To protect instructional quality, a number of advisory groups have agreed that across-the-board reductions should not be permitted at the system or campus levels. It may be assumed that these priorities and strictures will continue.

Academic planning will come increasingly to mean planning for existing programs--whether that involves planning for change, improvement, or continuity in the face of resource reduction. Program review will be one way of initiating such planning, especially if such reviews are triggered by changes in levels of resource support or changes in personnel through retirement and attrition. Such changes usually require that programmatic decisions be made.

##### C. Enrollments

It is a certainty that the number of 18-year-olds has already begun to decline in the State and the numbers in older age groups in the population will increase. The peak year for the 18- to 21-year-old population was 1980, and the peak year for the 18- to 24-year-old population was 1982. The low point for 18- to 24-year age group will be reached in 1992 and will be 15.5 percent below the 1980 level. Overall, the number of 15- to 24-year-olds will increase by 5.3 percent between 1985 and 2000, but there will be periods of increase and decline and the change will not be uniform through all regions of the State. The impacts of the population decline in younger age groups will differ among regions and many campuses.

The mix of students--and the number of students enrolled--will depend on the methods of financing public higher education; changes in financial aid policy or funding; the balance between public and individual cost; and possibly, changes in the Master Plan for Higher Education. Changes either in transfer patterns or eligibility would result in a changing mix of students. Changes in the mix of students could also have curricular impacts, because choices of major are related to age and socioeconomic variables.

Since 1975, the number of high school graduates in California has declined every year except one. While the 1980s will be characterized by years of both increase and decline in the number of high school graduates, the 1974 level will not again be reached until 1996. However, the percent of high school graduates choosing to attend the California State University is known to vary. Between 1974 and 1982, it rose from 7.6 percent to 9.0 percent, and in 1983 it was 8.3 percent. This increasing percent tended to offset decreasing numbers of high school graduates, and it could continue to do so. As the percent of high school students going directly to CSU increased, the percent going to community colleges decreased. Probably as a result, the number of transfer students entering the CSU as juniors declined. It is likely that the future mix of freshmen and transfer students will be influenced by any policy or finance changes emerging from the review of the Master Plan for Higher Education. Such changes are difficult to predict, but they are vitally important for planning purposes. Changing patterns of enrollment levels influence faculty allocations, course offerings, and the support for academic majors.

The selection of majors and the balances of enrollment among programs are likely to change as a result of demographic changes. As youth become "scarce" in the labor market, they will have less difficulty securing jobs after graduation and are likely to feel less constrained by concerns about employability when they choose degree majors. Campuses that have enrolled large numbers of older adults in majors that enhance or upgrade their professional skills are not as likely to notice the shift among majors as those that continue to serve primarily younger students.

Each successive California high school graduating class will be more ethnically diverse, and this diversity should continue to be reflected increasingly in CSU enrollments. In 1979, 34.2 percent of students in grades 10-12 were from ethnic minorities while 45.6 percent of students in grades K-3 were from ethnic minority groups (California State Department of Education, Racial and Ethnic Distribution of Students and Staff in California Public Schools, Fall 1979). By the year 2000, the State's ethnic minority population is projected to consist of 45.2 to 47.2 percent of the total.

The above demographic changes will have an impact on California State University campuses. The impact will be mitigated by university activity which results in any of the following changes:

- Increased participation rates among high school graduates or community college students;
- Increased participation rates of students in older age groups;
- Increased participation rates due to geographic dispersion of instruction (including use of telecommunications);
- Increased participation rates due to institutional or programmatic reputation.

#### D. Resources

Three assumptions about resources seem appropriate for system and campus planning purposes. These are (1) that resources will continue to be related to FTES enrollment; (2) the mode and level method of faculty staffing will continue to be used for generating faculty requests and allocating faculty positions to the campuses; and (3) the Legislature will continue to provide faculty positions on the basis of enrollment and mode and level staffing needs. Even if these three assumptions hold, losses of faculty positions may occur if the proportion of lower division enrollment increases even as total FTES enrollment remains steady. In other words, some of the variables within the mode and level method of faculty staffing are independent of total enrollment, and each campus should be aware in its planning of the impact of changes in enrollment, program, or course mix.

The State will continue to use State funding mechanisms to carry out societal priorities. California will try to maintain the relative economic advantage it has enjoyed in the past and will selectively fund programs that are perceived to contribute to economic development. The quality of K-12 education will continue to receive policy and budgeting attention. Equity for minority students and preparation of all students for full participation in a multicultural society will also require and receive particular resource attention.

## **CSUSB Planning Assumptions (Strategic Plan for 1990-1995)**

The following is a summary of the major institutional objectives of California State University San Bernardino for the period 1988-1993. These institutional objectives are the base from which the various departments and programs of the University determine more specific objectives and strategies, and they guide the campus in the ongoing planning process.

### **General**

The population of the region is growing rapidly, and the University's overriding objective is to meet the expanding educational needs of its service area. In the process of serving the growing area over the next five years, the University intends to enhance its status as a comprehensive regional university, to the point that it is widely recognized as a premier institution of higher education in southern California. Thus every effort will be made to:

- (a) Anticipate the expanding educational and professional needs of people throughout the region and develop the diversity of academic programs necessary to meet those needs;
- (b) Ensure that all undergraduate and graduate programs are of high quality;
- (c) Provide the broadest possible range of services to students and ensure that those services are of good quality;
- (d) Inform the widest possible audience of potential students about the educational opportunities that the University offers; and
- (e) Build a vital, mutually supportive relationship between the University and its service area.

### **Academic Programs**

As the University expands, a wider array of academic programs must be developed to satisfy the educational and professional needs of the region. Therefore the University will concentrate on:

- (a) Planning and implementing new and enhanced programs in both traditional arts and sciences disciplines and in selected professional fields;
- (b) Providing a broader range of graduate programs; and
- (c) Providing expanded programs at off-campus sites to make the University's educational services more accessible throughout the region.

### **Academic Quality**

The University will continue to emphasize quality of education as its first purpose. To this end the University shall:

- (a) Emphasize teaching excellence, small classes, and close relations between students and faculty;
- (b) Support academic programs with the best possible instructional equipment, computing support, and library resources;
- (c) Conduct regular, formal reviews of all academic programs, including the general education program;
- (d) Consider changes or innovations in curricular and academic programs to enhance academic quality;
- (e) Encourage a curriculum that prepares all students to function in an increasingly technological society and an increasingly multicultural society in which the equality of all men and women is a societal goal; and
- (f) Increase the number of lectures, concerts, exhibits, and other campus activities so as to enhance overall campus intellectual life.

### **Faculty**

The quality of the University's instructional programs is determined primarily by the quality of its faculty, thus it is critical to recruit and develop the best possible faculty during the next few years when the institution is expected to grow substantially. To this end the institution must:

- (a) Conduct various recruitment efforts to attract the best available faculty;
- (b) Make special efforts to recruit and retain a greater portion of minority and female faculty so as to achieve parity with the percentages of minorities and females available by discipline;

- (c) Support a vigorous professional development program to assist faculty to maintain currency in their respective fields and to engage in scholarly and creative activities;
- (d) Emphasize the institutional commitment to teaching excellence and support faculty efforts to improve their teaching skills or pursue new instructional interests; and
- (e) Assist faculty in seeking research and program development grants and provide greater flexibility in faculty workload assignments so as to encourage professional growth.

#### Student Services

To serve the educational needs of the region properly, the University must provide access to the greatest possible number of students. Also, the diverse services students require to be successful in the institution must be provided. Therefore, the University will:

- (a) Support a vigorous program to inform all potential students in the service area about the University's programs;
- (b) Design specific recruitment efforts to address high school students, community college transfers, non-traditional students, foreign students, and graduate students;
- (c) Make special efforts to recruit and retain underrepresented minority students, seeking a student body reflective of the ethnic mix of the community and provide special educational equality programs to help minority students succeed at the University.
- (d) Build strong bonds with secondary schools and community colleges in the area to form an educational partnership geared to prepare students to move upward;
- (e) Seek to assure a smooth transition into the University for all students and to provide the best possible academic advising, health care, counseling, financial aid, and other support services that will allow them to take maximum advantage of educational opportunities on campus;
- (f) Provide a comprehensive student retention program that includes early assessment of needs, complete academic advisement, study skills assistance, academic skills classes, tutoring, regular monitoring and intervention, personal guidance and mentoring, and other supportive services;
- (g) Offer a broad program of interesting activities to engage students and to enhance overall intellectual life and recreational opportunities on campus; and
- (h) Provide a sound program of career planning and placement for students.

#### University Relations

It is essential that a public institution have the support of the public it serves, thus the University gives high priority to building strong ties of mutual support with the people of the service region. To this end, there shall be an increased commitment to an effective University Relations program that concentrates on the following:

- (a) Heightening awareness and improving the image of the University, particularly through increased media coverage of faculty, academic programs and campus activities;
- (b) Enhancing the confidence and support of elected officials;
- (c) Providing cultural and educational services for the community;
- (d) Providing faculty expertise and research to aid local businesses, industries and public agencies;
- (e) Acquiring community resources, including contributions of funds, advisory services, volunteer support and political support; and
- (f) Building a strong alumni association.

#### Extended Education and Off-Campus Programs

The University serves a vastly expanded audience throughout the region with its diverse Extended Education programs and selected programs at off-campus sites. These are to be broadened, particularly by:

- (a) Supporting continuing education programs for minority and older adults;
- (b) Increasing training services for businesses, government agencies and other institutions in the service area;
- (c) Developing additional programs for vocations and professions that require continuing education for recertification or licensure; and

- (d) Offering more state-supported courses and academic programs at off-campus sites, to include the Coachella Valley, the Upper Desert, and other communities throughout the University's service area.

#### Human Resources

Every division of the University contributes directly to the effectiveness of the whole, and in every division it is primarily the quality of the people involved that determines the quality of the institution. Thus the University shall seek:

- (a) To employ and develop the best possible personnel in all departments and programs;
- (b) To maintain hiring practices that reflect the changing racial and ethnic mixture in our community, specifically to recruit, retain and promote more minority and female employees; and
- (c) To develop effective staff training programs to improve employees' job effectiveness and provide the requisite skills for professional advancement.

#### Technology

The University intends to keep abreast of technological changes and to take advantage of opportunities to perform more effectively through appropriate applications of new technology. Specifically, there shall be an effort to:

- (a) Introduce superior devices and systems to conduct office work and to manage business affairs, student records, and personnel;
- (b) Sustain computer support services that improve the quality of information needed to manage the institution effectively and to support instructional programs; and
- (c) Implement an improved telecommunications system to provide better telephone services and expanded data communication capabilities.

#### Physical Facilities

During the years immediately ahead, as the University experiences continued growth, there will be a heightened demand for space and facilities. The need for classrooms, laboratories, faculty offices, administrative offices, dormitories, and the support areas of all types will increase substantially. Thus the institution must:

- (a) Develop and maintain a carefully designed master plan for campus physical facilities that support the needs of a growing student body and expanding academic programs;
- (b) Take positive action to ensure that planned buildings and facilities are constructed at the earliest possible date and work vigorously to obtain funding for other new facilities to support the expanding institution;
- (c) Ensure that buildings and facilities are safe and convenient for all students and employees.

## **Policy Guidelines for Breadth in New Bachelor's Degree Majors EP&R 85-13**

Each California State University annually updates its Academic Master Plan--a five-year projection of new degree majors. Recent plans have revealed a trend toward creating new bachelor's degree majors from fields previously offered as specializations within broader subjects. The trend is observable in professional and liberal arts disciplines alike. For example, unique degrees in Small Business Management, previously a subset of Business, and in Publishing and Editing, traditionally part of English majors, have been among those proposed. There is a potential problem if the increasing specialization works against achieving some of the other expressed goals for the bachelor's degree, if it limits students' options in a changing environment and if, as a result, it does not serve students of society well.

The purpose of this paper is to address one aspect of specialization in bachelor's degrees, namely the development of new degree majors that are highly specialized in title, content, or both. The paper proposes some guidelines for campus use in reviewing Academic Master Plan proposals for bachelor's degree majors when those majors are in specialized subjects not generally or previously offered as majors in four-year colleges. Campuses may wish to add to these guidelines some of their own guidelines relating to specialization in options and concentrations.

### Reasons for Increasing Specialization

Advances in knowledge typically cause changes in academic discipline content and structure and sometimes lead to whole new configurations. Some changes are critical to the vitality of the academic enterprise. But it appears that the current trend has among its causes several that are unrelated to a conception of the best ordering of knowledge or optimal ways of imparting values, understandings, theory, and competence. The kind of specialization currently observable in new majors (and sometimes in changes within existing majors) appears instead to result from artificial pressures. Some of the pressures arise from business and industry and from public officials concerned about the state of local or regional economies. Some arise from within the university by those anxious to provide an apparent variety of choice in curriculum without major resource expenditure or in response to enrollment pressures. But primarily the pressures are coming from students who associate specialization of program title, content, or both, with enhanced employability or graduate school admission. In the fall of 1983, the annual ACE-UCLA national survey of freshmen revealed that the ability to get a better job was cited by freshmen more often (76.2 percent of respondents) than any other reason for attending college. Surveys of faculty have suggested a disjunction between faculty and students in this respect. However, there are genuine differences of opinion about the desirability of narrowing the focus of bachelor's degree majors. On the one hand, Bradford College president Art Levine has called the current curriculum a victim of the survival ethic. Others argue that most if not all important outcomes of college are independent of the major and that any subject can be taught in ways that produce breadth and perspective.

### The Problem

We assume that most students, while generally needing to update their specialized skills and knowledge from time to time, will nevertheless earn only one bachelor's degree in their lives. If we assume that the title and content of that degree continue to carry some kind of lifetime importance, then degree majors should be designed for comprehensiveness and durability--no matter how young or old the student. The comfort of knowing that there will be easy access to continuing education--the lifelong learning society--may lull us into neglecting responsibilities to ensure that the bachelor's degree major is as comprehensive and enduring as it can possibly be. Specialized programs that use identified occupations or skills as their titles and their knowledge bases may enhance immediate employability, but they probably do so at the expense of long-term job satisfaction, adaptability, mobility, and employability. It may also be at the expense of limiting the broadening of perspectives which might enhance creativity or the ability to synthesize or to have enriched experiences in the work environment. Specialized programs not related to specific jobs may deny students both employability and breadth. This has always been the case, but it seems especially so given what we can reasonably expect of the future. The "post-industrial society," the "information economy," the "telecommunications age," and the "post-Gutenberg era" may be overused slogans, but they suggest something important about planning bachelor's degree majors: imbuing the major with any kind of enduring value for students will require more effort than ever. Even with that effort and with lifetime opportunities for continuing education, that durability is threatened. It has been speculated that, within a few decades, everyone in the country will have access to nearly all accumulated information and knowledge. That is good news for those who value knowledge and learning. But even if general education programs succeed in imparting the understandings and skills needed by students to sort and use these quantities of information, we have not done enough for students or for society.

Steven Muller, President of the Johns Hopkins University has wondered: "If we are serious about educating people to solve problems, is there anything left that enables people to integrate what they know, because we have compartmentalized knowledge so much? Are we in danger of having people who can manipulate data and hide it in compartmentalized ways?"

### Some Topics for Discussion

While there are some convincing arguments for durability in the names and the content of bachelor's degree majors, there are some questions and issues which have no easy answers. Some question that the bachelor's degree will survive as currently structured, yet proposals for new majors appear regularly and must be reviewed conscientiously. If knowledge "keeps no better than fish," can we develop and state any reasonable expectations about the durability of the major for any given student? Can expectations about comprehensiveness be framed? What are our obligations to students, many of whom will not

again be able or willing to invest the concentrated time required to complete a major? What guidelines will campus faculty use in deciding what kinds of majors should lead to the bachelor's degree? When majors are proposed which have not previously been offered at four-year colleges, what criteria shall be applied to determine their propriety? Can some common understandings, theories and contexts be identified for these decisions? At least a short list would include the ability to develop and extend knowledge in the discipline--beyond existing limits.

#### Review Guidelines

Guidelines are needed for campus review of new academic master plan proposals, and those suggested here could be profitably refined after thoughtful campus discussion. The following guidelines are tentatively suggested for situations involving the elevation of options or specializations to degree status or for cases where highly specialized degrees not usually offered in four-year institutions are under consideration. The guidelines assume that "broadly based degrees of high academic quality" remain the norm in the California State University and that specialized degree programs are added only when there is compelling academic rationale to add them.

1. Are there alternative curricular structures that would better serve the purposes proposed?--i.e. should the subject be offered as a certificate, a minor, or an option or concentration? Is the subject matter sufficiently complex to consider offering the program as a master's degree only? Might it be appropriate as a postbaccalaureate certificate?
2. Is there a body of knowledge which has become so sizable that unique degree status is a consequence of advancement of knowledge?
3. If the proposed degree program is preparatory to a specific occupation:
  - a. Is the occupation likely to exist over the lifetime of the student?
  - b. What is the probable lifetime of the knowledge or information that will be imparted in this major? Is the answer one that is satisfactory to the University?
4. Is the preparation narrowly conceived? If so, are there ways that preparation (and title) can be broadened?
5. Is the major accurately named?--i.e. Is the title so narrow that it unnecessarily restricts student employment opportunities and mobility?
6. Does the major use as its foundation and prerequisites the methods, processes, skills and knowledge of a core or basic academic discipline? If not, should it be offered at all?
7. Is the size of the major and degree of specialization going to be such as to call into question the broadly based nature of the bachelor's degree itself?
8. What provisions have been made to ensure continued breadth in the major?

## NEW DEGREE PROGRAMS

By March 1 (earlier if possible) Academic Programs needs to receive a 1-2 page prospectus which describes the concept of the degree proposed. While a fully developed curriculum program is not required at this time, a well-thought out curricular framework would help to answer the specific questions below.

This brief statement is forwarded to the College and University Curriculum Committees who should send any comments to the Educational Policy Committee by April 1. After reviewing the requests and discussing any comments or concerns which have been raised, the EPC will add the new degrees to the proposed revision of the Five-Year Academic Plan and forward this document to the Faculty Senate as an information item. The updated plan is then sent to the Chancellor's Office in July for further review and comment. If there are no problems, the proposed degrees are approved for addition to our campus' five-year plan at the Trustees' March meeting. This action constitutes formal permission to proceed with planning, needs assessment, and curriculum development. Following on-campus curricular approval, a full proposal would then be sent to the Chancellor's Office for staff approval prior to implementation of the projected degree.

### Procedures for Submitting Proposals of New Degree Major Programs for Inclusion on the CSUSB Academic Master Plan

Requests for new degree programs should be submitted to the Office of Academic Programs in the form of a one- to two-page statement of intent. This prospectus should indicate the reason the degree is being proposed and the anticipated student and job market demand. There should be an indication of the kind of needs assessment done. If additional resources will be required, the sources of resource support should be indicated. If the degree is an occupational or professional one, the statement should summarize evidence of the need for graduates with this specific educational background. If the proposed degree is currently offered as an option, the summary should include a brief rationale for the conversion. If the new degree is not commonly offered as a bachelor's or master's degree, the summary should provide a compelling academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major which has potential value to students. If the program does not appear to conform to Trustee policy calling for "broadly based programs," rationale should be provided.

The following format should be used: (Write out the questions.)

1. Full name and degree designation of the proposed degree major and year of implementation.  
(Example: B.A. with major in General Studies. Fall 1999)
2. Name of the Department(s) which would offer the degree.
3. Description of the content and nature of the program.
4. Reason for and objectives of the proposed program. List professional uses of the degree.
5. Formal options, concentrations, or emphases planned.
6. Relation of the proposed degree program to other programs in the department or University.
7. Additional resources needed to implement the degree and sustain it over the first five years. (New faculty, space, equipment, library resources, etc.)
8. Source of funds to support new degree. (Enrollment growth, reallocation of existing positions, grant funding, elimination of programs, etc.)
9. Anticipated demand. (Results of needs assessment. Student and employer surveys. Projected number of majors and FTEs.)
10. Relationship of proposed program to the Mission and Goals of the institution and the college or department's 5-year objectives as shown in the campus' Strategic Plan.

#### Development of the Curriculum

The curriculum for the new degree major program first goes through the appropriate committees in the campus' curricular process before it can be submitted to the Chancellor's Office. The procedures for this process can be found on page 34, Procedures for Submitting Program Proposals.

## Development of Full Proposal and Justification for Chancellor's Office

TEN COPIES of the full degree proposal (using the format below) are needed. These proposals are reviewed by Chancellor's Office Staff (and if required, by the California Post-Secondary Education Commission in Sacramento). NOTE: This review takes a minimum of three months and often requires six months or more if additional information, clarification or further justification of need are requested.

## Guidelines for Submitting Proposals for New Degree Major Programs EP&R 86-25, Appendix A, Revised

A campus, in accordance with its approved academic master plan, submits detailed proposals for new major programs to the Division of Educational Programs and Resources for review and approval in the academic year preceding projected implementation. Approval of any degree major program is subject to campus assurances that financial support, qualified faculty, physical facilities and library holdings sufficient to establish and maintain the program will be available within current budgetary support levels. The proposal must follow the format below, and copies will be sent to the Division of Educational Programs and Resources, Office of the Chancellor by the Associate Vice President for Academic Programs.

### 1. Definition of the Proposed Degree Major Program

- a. Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.
- b. Name of the department, departments, division or other unit of the campus which would offer the proposed degree major program. Identify the unit which will have primary responsibility.
- c. Name, title and rank of the individual(s) primarily responsible for drafting the proposed degree major program.
- d. Objectives of the proposed degree major program.
- e. Total number of units required for the major. List of all courses, by catalog number, title, and units of credit, to be specifically required for a major under the proposed degree program.
- f. List of elective courses, by catalog number, title and units of credit, which can be used to satisfy requirements for the major. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.

(Note: With regard to e. and f., a proposed program should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.)

- g. If any formal options, concentrations, or special emphases are planned under the proposed major, explain fully.
  - h. Course prerequisites and other criteria for admission of students to the proposed degree major program, and for the continuation in it.
  - i. Explanation of special characteristics of the proposed degree major program (e.g. in terminology, units of credit required, types of course work, etc.).
  - j. For undergraduate programs, provisions for articulation of the proposed major with community college programs.
  - k. Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.
- ### 2. Need for the Proposed Degree Major Program
- a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.
  - b. Differences between the proposed program and programs listed in a., above.
  - c. List of other curricula currently offered by the campus which are closely related to the proposed program. Enrollment figures during the past three years in specified courses or programs closely related to the proposed degree major program. If a formal minor, option or concentration is offered in the proposed subject area, indicate the number of students enrolled.

- d. Results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program. Justify any discrepancies between national/statewide/professional manpower survey and local findings.
- e. For graduate programs, the number of declared undergraduate majors and the degree production over the preceding three years of the corresponding baccalaureate program.
- f. Professional uses of the proposed degree major program.
- g. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.

(Note: This degree program will be subject to program review evaluation within five years after implementation.)

### 3. Existing Support Resources for the Proposed Degree Major Program

(Note: Sections 3 and 4 and Table I should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning.)

- a. Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program.

(Note: For proposed graduate degree programs, a minimum of five full-time faculty members with the terminal professional degree should be on the program staff.)

- b. Space and facilities that would be used in support of the proposed program. Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.
- c. Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.
- d. Equipment and other specialized materials currently available.

### 4. Additional Support Services Required

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

- a. Complete Table I, enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown in the appropriate discipline category.
- b. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.
- c. The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campuswide priority of the facility, capital outlay program priority, and projected date of occupancy.
- d. Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through inter-library loan these additional resources.
- e. Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation. Indicate source of funds and priority to secure these resource needs.

### 5. Abstract of the Proposal and Proposed Catalog Description

Attach an abstract of the foregoing proposal, not to exceed two pages, and a complete proposed catalog description, including admission and degree requirements.

Guidelines for Submitting Proposals for New Options, Concentrations, Emphases and Minors EP&R 86-13, Revised March 1985

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

pendix C), which delegates approval authority to the Presidents. While campuses may have unique definitions, an option, a concentration and a special emphasis are all defined for purposes of system review as an aggregate of courses within a degree major designed to give a student specialized knowledge, competence, or skill. A minor is a formal aggregate of courses in a designated subject area distinct from and outside the student's degree major, consisting of 12 or more semester units, of which at least six must be upper division (Section 40500(c) of Title 5).

The information required for review and approval of a proposed option, concentration, special emphasis, or minor is less detailed than for a full degree major program. Requests for approval of an option, concentration, special emphasis or minor should follow the format below, and six copies should be sent to the Division of Educational Programs and Resources, Office of the Chancellor.

1. Name of the campus submitting the request, the full and exact title of the proposed aggregate of courses, and whether it is an option, concentration, special emphasis or minor.
2. Full and exact title of the degree major program under which the aggregate of courses will be offered, where applicable.
3. Options, concentrations or special emphases already existing under the degree major program for which the new aggregate of courses is proposed.
4. Department(s) to offer the aggregate of courses.
5. Purpose of the proposed aggregate of courses.
6. Need for the proposed aggregate of courses.
7. List of the courses, by catalog number, title and units of credit as well as total units to be required under the proposed aggregate of courses.
8. List of courses, by catalog number, title, and units of credit as well as total units to be required for the major in which the proposed aggregate of courses is to be included.
9. New courses to be developed. Include proposed catalog descriptions.
10. List of all present faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.
11. Additional instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses. List all resources needed for the first five years beyond those currently projected, including specific resource, cost, and source of funding.

## CERTIFICATE PROGRAMS

### Policy on Certificate Programs FSD 73-199, Rev. III

A Certificate shall denote successful completion of a prescribed program of study designed to (a) impart specified professional/vocational/career competencies; or (b) produce mastery of the content of a sub-field of an academic major (discipline); or (c) provide exposure to the range of materials in a traditional or emerging interdisciplinary field.

A Certificate Program may be developed by a Department, School or interdisciplinary committee in an area in which an integrated program, of less than major or degree scope, would meet the needs of individuals for pre- or post-baccalaureate continuing education.

Development and approval of a Certificate Program shall follow the normal course of other substantive curricular changes through Department, School and College Curriculum Committees, the Faculty Senate and the Academic Council, prior to formal establishment by the President of the University. In addition, a Certificate Program will be reviewed every third year after its implementation to determine whether the program should remain in the curriculum. Such a review should include, but not be limited to, an analysis of enrollments in certificate courses and of the number of certificates awarded.

A Certificate may be comprised of degree-applicable upper-division catalog courses, 800-series Extension courses, or an appropriate combination of the two; and may include provision for independent study, credit by exam, internships and other non-traditional learning modes. Certificate programs may be applicable in whole or in part to the requirements of an academic major. In order to qualify for a certificate the candidate must receive at least two-thirds of their credit for the certificate from this University.

The transferring of credit from other institutions or sources may be made only upon petition to the appropriate campus authority.

A Certificate may be earned by regularly-matriculated or Continuing Education students, and will be awarded by the University President or his or her designee upon confirmation by the Office of Admissions and Records that requirements have been satisfied. The responsibility for initiating actual conferral of a Certificate will be the student's, who will do so by filing application for the award when registering for the last term of Certificate-applicable study. Award of the Certificate will be duly noted on the student's permanent record (transcript).

### **Minimum Grade Requirements for a Certificate FSD 79-195**

In order to be awarded a certificate, students must earn a grade point average of 2.0 (C) or better in applicable coursework. Standards for individual programs may exceed this minimum.

#### Justification

The Catalog states that CSUSB has "several programs leading to a certificate of competency in a special area." Degree programs require students to earn a minimum of a 2.0 [C] grade point average in all units in the major, in all units attempted, and in all CSUSB units attempted, a standard intended to establish a minimum level of competency. Although certificate programs require fewer courses, they imply a similar level of competency and, therefore, should require the same minimum 2.0 [C] grade point average in the coursework applicable to them.

## **GENERAL EDUCATION**

### **Revisions in the General Education Program for California State University, San Bernardino 91-06.R2a (FSD #86-23)**

Findings and Recommendations for Changes in the CSUSB General Education Program

1. THE TASK FORCE FINDS that the Oral Communication and Critical Thinking requirements should be separated into a two-course requirement under a Basic Skills Category, along with Written Communication and Mathematics.
2. THE TASK FORCE FINDS that the Critical Thinking requirement should be opened up to courses from several departments, notably Philosophy, Psychology and Communication, according to the criteria designed for that requirement which appears in Attachment Two.
3. THE TASK FORCE FINDS that a Critical Thinking Oversight committee should be established following the guidelines provided in Attachment Three.
4. THE TASK FORCE FINDS that a new two-unit requirement in the Natural Sciences Breadth Area should be established entitled Special Topics in Science and Technology and that courses fulfilling this requirement meet the criteria presented in Attachment Two.
5. THE TASK FORCE FINDS that the Letters Section of the Humanities Breadth Area should be divided into one required course in Literature and one required course either in a foreign language or in foreign literature in translation.
6. THE TASK FORCE FINDS that separate four-unit requirement in Philosophy should be included in the Humanities Breadth Area and that an appropriate course in the Philosophy Section be permitted to satisfy the Philosophy and the Critical Thinking requirements. (Latter portion revised by Faculty Senate.)
7. THE TASK FORCE FINDS that the lower division portion of the Social and Behavioral Sciences Breadth Area should be divided into four four-unit requirements: American History and Civilization, American Institutions, World Cultures, and Discipline Perspectives--with courses meeting these requirements according to the criteria in Attachment Two--and that these students passing proficiency tests in American History and Civilization and/or American Institutions be required to take other courses listed under the Social and Behavioral Sciences in order to complete a minimum of 16 lower division quarter units in this breadth area.

8. THE TASK FORCE FINDS that the Upper Division Writing Requirement should remain, including the option of completing it either by taking an expository writing (495) course in any school or by passing a proficiency exam--with the proviso that any student passing that exam must take a four-unit upper division course from among those listed in the new Elective Options Category--and that, if practicable, the Admissions and Records Office add onto the General Education check sheet a box (similar to that for the U.S. History, etc. requirement) where it can be noted if the student has completed this requirement and if so by exam or by coursework.
9. THE TASK FORCE FINDS that a requirement should be established that all students must take one approved, four unit upper division course in multiculturalism/gender and that this requirement be met by taking either one Integrative Capstone course designated as meeting this requirement or an upper division elective so designated in the Elective Options Category.
10. THE TASK FORCE FINDS that an Elective Options Category should be established providing for three options sections. Students will be required to take at least four units and no more than eight units in this area. A student may meet the Critical Thinking requirement by taking an approved course, such as in Psychology or Oral Communication; a student may meet the Multicultural/Gender requirement by taking an approved upper division course; and a student may select a lower division elective from the three breadth areas of Humanities, Natural Sciences, and Social and Behavioral Sciences or select either an upper or lower division elective from among those courses to be developed by any school and that meet the criteria for this Elective Options component which are described in Attachment Two. (First option revised by Faculty Senate.)
11. THE TASK FORCE FINDS that all students should be required to take three upper division Integrative Capstone courses, one in each of the three breadth areas of Humanities, Natural Sciences, and the Social and Behavioral Sciences; that Freshmen and Sophomores not be permitted to enroll in these courses; and that faculty be permitted to recommend to a designated administrative office that Freshmen and Sophomores who do appear in class be "disenrolled."
12. THE TASK FORCE FINDS that the Lifelong Understanding component of General Education should be substantially met by a four-unit requirement in physical education, mandatory for all students, which would include two units of activity and a two-unit course on the human being as an integrated physiological, social, and psychological being. A separate University Physical Education requirement outside of G.E. should then be abolished. (Revised by the Faculty Senate.)
13. THE TASK FORCE FINDS that upper division transfer students should be required to complete any outstanding lower division General Education requirements they may have within their first two quarters of residence here.
14. THE TASK FORCE FINDS that the U.S. History, Constitution, and State and Local Government requirement should once again be met by a minimum of two approved courses, as described in Attachment Four, but that students passing proficiency tests to complete this requirement should still be required to take sixteen units of lower division coursework in the Social and Behavioral Sciences Breadth Area.
15. THE TASK FORCE RECOMMENDS that the physical education requirement be incorporated into the General Education package.
16. THE TASK FORCE RECOMMENDS that advising be as strongly encouraged as possible to ensure that incoming freshmen complete their lower division General Education requirements as early in their college career as is possible.
17. THE TASK FORCE RECOMMENDS that, subsequent to the completion of its task of reviewing all existing and proposed courses for the General Education program by November 1987, the University General Education Committee:
  - \* review all future General Education course proposals in terms of how well they meet the objectives and criteria provided in Attachment Two for the particular subject areas;
  - \* begin a regular three-year cyclical review of the General Education courses in each school, reviewing one of the breadth areas each year (and any courses from other schools within that cycle, as well);
  - \* review and reevaluate the criteria themselves for each area of the program at least once every three years and propose adjustments or changes that are deemed necessary to preserve the consistency, quality and coherence of the overall program; and

- \* monitor the number of electives approved by the several schools (particularly in the Elective Options and Integrative Capstone Categories) in order to discourage excessive and unwieldy course proliferation, using the number of existing courses from a specific school in a particular category or section as a factor when considering additional course proposals from that school and monitoring existing courses to see that they are offered at least once every other year.
19. THE TASK FORCE RECOMMENDS that all courses in a General Education category or categories under review in a given academic year must submit complete review materials as specified by the General Education Committee in order to be recertified as G.E. courses. Failure to submit a complete set of materials for a course will be grounds for denying its recertification. The General Education Committee will forward to the Faculty Senate a list of courses for which the Committee recommends recertification.
  20. THE TASK FORCE RECOMMENDS that the Faculty Senate go on record as opposing excessive course proliferation in the General Education program--although no specific limits on the number of courses in the Elective Options and Integrative Capstone categories are being presented at this time--in order to ensure the consistency, quality and coherence of the overall program.
  21. THE TASK FORCE RECOMMENDS that the various schools and the administration strongly encourage and support faculty in the development of new courses for the General Education program, particularly in the Elective Options and Integrative Capstone categories and that they encourage and support teaching arrangements that facilitate instructional arrangements between departments and schools.
  22. THE TASK FORCE RECOMMENDS that the Faculty Senate adopt the Task Force's overall revised program as presented in Attachment One, the specific criteria for all General Education courses in Attachment Two, the establishment of a Critical Thinking Oversight Committee described in Attachment Three, and the modification of the U.S. History, Constitution, State and Local Government requirement described in Attachment Four.

### **Attachment One: The Revised General Education Program**

Program Requirements: 86 Quarter Units

- A. BASIC SKILLS CATEGORY ( 12 units)
 

Courses should be completed before a student reaches Upper Division Standing.  
For Upper Division Transfer students, this category should be completed within the first 32 quarter units taken at CSUSB.

  1. WRITTEN COMMUNICATION (4)
  2. ORAL COMMUNICATION (4)
  3. MATHEMATICS: One course listed in the Mathematics Section of the Natural Breadth Area.
  4. CRITICAL THINKING (4)
- B. NATURAL SCIENCES BREADTH AREA (20 units)
  1. MATHEMATICS (4)
  2. LIFE SCIENCES (4)
  3. PHYSICAL SCIENCES (a six-unit class is allowed)(4)
  4. SPECIAL TOPICS IN SCIENCE AND TECHNOLOGY (4)
  5. INTEGRATIVE CAPSTONE IN THE NATURAL SCIENCES(4)
- C. HUMANITIES BREADTH AREA (20 units)
  1. ARTS (4)
  2. LITERATURE (4)
  3. FOREIGN LANGUAGE, OR LITERATURE IN TRANSLATION (4)
  4. INTEGRATIVE CAPSTONE IN THE HUMANITIES (4)

**D. SOCIAL AND BEHAVIORAL SCIENCES BREADTH AREA (20 units)**

1. AMERICAN HISTORY AND CIVILIZATION\* (4)
2. AMERICAN INSTITUTIONS\* (4)

\* The American History, Constitution, State and Local Government requirement may be met by taking one course in each of these sections designated as meeting this requirement. If this requirement is met by exam, students must still complete 16 lower division units in this breadth area.

3. WORLD CULTURES (4)
4. DISCIPLINE PERSPECTIVES (4)
5. INTEGRATIVE CAPSTONE -- SOCIAL & BEHAVIORAL SCIENCES (4)

**E. LIFELONG UNDERSTANDING CATEGORY (20 units)**

1. THE WHOLE PERSON: PHYSICAL AND PHYSIOLOGICAL ISSUES (4)
2. THE WHOLE PERSON: SOCIAL AND PSYCHOLOGICAL ISSUES(4)
3. PHYSICAL EDUCATION (4)

**F. UPPER DIVISION WRITING REQUIREMENT Category (0 - 4 units)**

This requirement can be met by passing a proficiency exam or by taking an upper division expository writing course (495) offered by any of the schools. Students passing the proficiency exam will still be required to take four units of upper division general education coursework from among those courses listed in the Elective Options category.

**G. MULTICULTURAL/GENDER REQUIREMENTS Category.**

All students must take one upper division course designated as meeting this requirement. A student may select either an Integrative Capstone course (thus meeting both the Multicultural/Gender requirement and an Integrative Capstone requirement in one breadth area) or an upper division elective course in the Elective Options Category approved for this requirement (Section H1 below).

**H. ELECTIVE OPTIONS Category (4 - 8 units)**

A minimum of 4 elective units must be taken here from one of the two sections below. As noted in Category F above, students passing the proficiency exam for the upper division writing requirement must take 4 units of upper division G.E. in this category in addition to the minimum of four elective units. Thus, this category may be 4 or 8 units for students, depending upon whether they take the proficiency exam.

**1. ELECTIVE COURSES THAT SATISFY THE MULTICULTURAL/GENDER REQUIREMENT.**

The multicultural/gender requirement can be met either by taking an appropriate Integrative Capstone course in one of the three breadth areas above or by taking one upper division course from the following list: (list to be developed, open to all schools).

**2. OTHER ELECTIVE COURSES.**

Four units of lower division coursework from the above breadth categories (in excess of the units required for each of the breadth categories) or four units from one of the lower or upper division courses listed below: (list to be developed, open to all schools).

## **Attachment Two: Objectives and Criteria for Courses Meeting General Education Requirements**

One of the most serious problems with many general education programs is the lack of coherence, consistency, and clearcut guidelines for what courses are appropriate for inclusion in the program and for the content of those courses that are within it. The following objectives and criteria are designed to provide the guidelines needed for a substantive General Education program at California State University, San Bernardino. It is intended that the criteria be stringently applied, that the program be reviewed in a regular cyclical manner, and that limits be placed on the number of courses included in order that the package does not become so unwieldy that it is diffuse, unfocused and difficult for students, their advisors, university evaluators and community college counselors to fathom.

Quality, simplicity and clarity should be the hallmarks of this program. It is expected that the various provisions of the program will indicate this University's goal:

- a. to give our students a strong foundation in basic skills and a stimulating introduction to the breadth of the liberal arts and sciences;

- b. to convey to our students that this G.E. program is a series of building blocks, with the basic skills core as the foundation for the breadth courses and with the integrative capstones as the culmination and integration of those breadth requirements;
- c. to provide opportunities for all Schools within the University to participate in all categories in the general education program in which their faculty have expertise;
- d. to highlight the Lifelong Understanding objective of the General Education Program by including appropriate physical education courses for students of all ages and needs;
- e. to encourage more creative course offerings and teaching arrangements, particularly across disciplines; and
- f. to state forthrightly that we recognize the increasingly multicultural nature of American society (and California in particular) and the equal place of women in society and that we recognize our obligation to provide, in our basic General Education Program, courses and course materials which will give all our students a foundation for understanding the experiences of ethnic minorities and the diverse roles and experiences of men and women.

#### A. Objectives of the Basic Skills Category

Basic skills in composition, oral communication, critical thinking, and mathematics are needed to express ideas easily and effectively, to understand and utilize quantitative data, and to think clearly in everyday settings. All basic skills courses have mutually reinforcing objectives to ensure that these skills are practiced and refined in many different contexts. Classes in composition, oral communication, and critical thinking have been specifically designed for the small class size format in order to maximize the exchange of ideas among the students and between students and instructors.

##### 1. Criteria for the Written Communication Section

Courses meeting this requirement should teach students how to:

- a. Use writing as a tool for critical thinking: that is, for formulating thoughtful responses to reading material and for exploring one's own ideas;
- b. Discover and then develop a controlling idea for each essay assignment;
- c. Recognize that writing is an on-going process of evaluation and revision. In other words, be able to show the willingness and ability to accept feedback from others (both students and teachers), give critiques, and engage seriously in substantive revisions;
- d. Synthesize the basic structures of writing; that is, compose intelligible sentences, arrange them in coherent paragraphs, and organize paragraphs within a developed essay;
- e. Write essays, both in and out of class, that are free of serious error in grammar, organization, and style;
- f. Demonstrate the ability to write coherently in a variety of rhetorical modes, from narration/description to definition and analysis, etc.;
- g. Develop a personal style of writing that communicates one's own ideas and emotions clearly to specific and diverse audiences;
- h. Use the library to aid in the discovery of ideas and their incorporation in essays; in particular, use the card and computer catalogues, periodical indices, and reference collections to find relevant materials; plan strategies for evaluating the quality of materials that one has found; and coordinate these materials within the framework of a properly annotated research paper.

##### 2. Criteria for the Oral Communication Section

Courses meeting this requirement should teach students how to:

- a. Understand the roles of oral communication in Western culture;
- b. Understand the basic rhetorical elements of oral communication, particularly audience analysis;
- c. Find and use effective supporting evidence for persuasion and argumentation;
- d. Organize main and subordinate ideas in original oral messages;
- e. Use effective verbal and nonverbal delivery techniques;
- f. Give effective, informative, and persuasive speeches;
- g. Listen critically to the speeches of others;
- h. Develop self-confidence in a variety of public communication settings.

### 3. Criteria for the Mathematics Section

After successfully completing the mathematics component of the general education program, the student should have acquired substantive skills in quantitative and abstract reasoning in the use of mathematics as a computational and analytical tool. These skills are important for an individual to function as an effective member of a technological society. They are essential skills for success in other coursework in the natural sciences. The quantitative and abstract reasoning skills will be helpful throughout the entire general education program.

- a. **Beginning Skills.** The student is required to demonstrate competency in beginning mathematics skills by obtaining a passing score on the Entry Level Mathematics (ELM) exam. Failure to take this exam within two quarters of admission will lead to administrative probation, which may lead to disqualification from future attendance. This exam assesses competency in the beginning skills of:
  - i. arithmetic;
  - ii. elementary algebra;
  - iii. elementary geometry.

Appropriate pre-collegiate remedial mathematics courses or tutorial-type assistance programs are available for students failing this exam. Such remedial coursework does not satisfy a general education requirement.

- b. **Intermediate Skills.** Students are expected to demonstrate knowledge of intermediate skills in mathematics by obtaining a suitable score on a placement test administered by the Department of Mathematics. To obtain a suitable score, the student must demonstrate competency in:
  - i. solving linear and quadratic equations;
  - ii. solving linear and quadratic inequalities;
  - iii. using algebraic fractions and rational equations;
  - iv. using exponents, radicals and radical equations; and
  - v. applying the above concepts to solving word problems.

Appropriate pre-collegiate remedial mathematics courses or tutorial-type assistance programs are available for students failing this exam. Such remedial coursework does not satisfy a general education requirement.

- c. **College Skills.** To satisfy the general education requirement for the acquisition of college skills in mathematics, the student completes a course listed in the Mathematics Section of the Natural Sciences Breadth Area. Such courses shall assume mastery of and build upon the beginning and intermediate skills that are acquired as a part of a pre-collegiate preparation or remedial instruction. Based on the student's interests, academic goals, and score on a placement exam, four options are available for instruction in college-level skills in mathematics:
  - i. **Ideas of Mathematics.** The objectives of a course in this option are to acquaint the nonspecialist with areas of mathematics which illustrate interesting applications and to develop quantitative reasoning skills. Topics will be chosen from finite or discrete mathematics.
  - ii. **Introduction to College Mathematics.** The goals of a course in this option are to sharpen mathematical skills introduced in high school, introduce more advanced topics, and provide applications. Topics will be chosen from college algebra.
  - iii. **Advanced College Algebra and Analytic Geometry.** The goals of courses in this option are to sharpen mathematical skills introduced in high school, introduce more advanced topics, and provide applications. Topics will be chosen from advanced college algebra, analytic geometry, and trigonometry.
  - iv. **Calculus.** Here the close connection between algebra and geometry is studied from an analytic point of view.

### 4. Criteria for the Critical Thinking Section

Courses meeting this requirement should teach students how to:

- a. Identify, analyze, evaluate and present oral and written arguments;
- b. Distinguish fact from judgment, belief from knowledge;
- c. Identify and understand common fallacies (such as, but not limited to, straw man arguments, false dilemma, and appeal to authority);

- d. Recognize common techniques of persuasion and propaganda;
- e. Understand how cause is determined, including the limitations of correlational evidence;
- f. Apply skills of critical thinking to everyday life as well as to course related assignments.

#### B. Objectives for the Natural Sciences Breadth Area

In the last three centuries, and especially over the past 100 years, there has been an explosive expansion within the scientific and technological areas of human knowledge. These areas have grown to become an integral and essential part of our modern culture. The overall goal of General Education within the Natural Sciences is to assist the student in understanding the tools and methodologies of the natural sciences, in learning some of the most important results of scientific inquiry, and in becoming conversant with the major consequences of scientific and technological developments. Each natural sciences lower division breadth course must satisfy the criteria within the appropriate section of the breadth area.

1. In addition, each natural sciences lower division breadth course must satisfy the following general criteria:
  - a. Provide instruction in the use of the scientific method, including hypothesis, observation, experimentation, and deductive reasoning as applied within the natural sciences area;
  - b. Explore the philosophical presuppositions and examine the social and historical context of scientific developments within the natural sciences; and
  - c. Provide reinforcement for the fundamental computational skills taught in the Mathematics Section and, where appropriate, for the other basic skills of written and oral communication, and critical thinking.
2. Criteria for the Life Sciences Section
 

Life Sciences courses shall emphasize a knowledge of the life forms in nature, the rules governing their ecology, the experimental basis for current knowledge and future exploration in the Life Sciences area, and the impact of scientific and technological developments on the biosphere.

  - a. These courses shall be at the introductory level and provide a breadth of knowledge concerning a major area in the life sciences.
  - b. Each course shall include a three-hour laboratory experience reinforcing the experimental basis for scientific inquiry in the life sciences. These laboratories shall be integrated with the lecture material and provide exposure to the usual techniques and apparatus of the life sciences.
3. Criteria for the Physical Sciences Section
 

Physical Sciences courses shall provide instruction in the fundamental rules governing matter in the universe, the methodology by which these rules are studied, and the consequences of the scientific and technological development of the physical sciences.

  - a. These courses shall be at an introductory level, provide a breadth of knowledge concerning a major area in the physical sciences, and incorporate supportive facts and concepts from the other major areas in the physical sciences.
  - b. Each course shall include a three-hour laboratory experience reinforcing the experimental basis for scientific inquiry in the physical sciences. These laboratories shall be integrated with the lecture material and provide exposure to the usual techniques and apparatus of the physical sciences.
4. Criteria for the Special Topics in Science and Technology
 

The goal of this section will be to create an awareness of the importance of the natural sciences to a modern technological society through the examination of an important current issue from a perspective that relates scientific principles to the societal impact of the problems under examination.

  - a. Courses meeting this objective shall be in a small lecture/discussion format with laboratory optional. Each course shall deal with a case study of a current scientific, health-related, or technological issue relevant to the natural sciences. The issue must have substantial societal impact. An issue that is primarily of theoretical interest will not be appropriate. Suitable topics might include, among others, the biology of sexually transmitted diseases, consumer chemistry, technology and environmental pollution, computer-based technology, societal uses of nuclear technology, and the exploration, colonization and industrialization of space.
  - b. Courses meeting this objective will examine the impact of the specific issue on society, the important principles in the natural sciences underlying that particular issue, the societal and

historical context of the issue, and the dependence of society on scientific and technological developments as they relate to the issue being studied.

- c. Where appropriate, such courses shall consider the impact of the issue under discussion on minorities and on the roles, conditions and experiences of men and women.

### C. Objectives for the Humanities Breadth Area

The principal objectives of the Humanities courses are to expand students' understanding and appreciation of the arts, literature, and philosophical inquiry as well as to cultivate imagination and nurture empathy. In addition, such courses should:

- a. Exhibit a representative sample of the forms and subjects of art, expression, and thought within particular disciplines (while courses in the major often concentrate on one or two genres and/or topics, Humanities General Education courses must present a broader sampling of creative production and strive to balance breadth and substance);
- b. Acquaint students with some of the standard techniques of analysis and appreciation in one or more disciplines of the Humanities, demonstrating that what people see is largely determined by how they see it;
- c. Attempt to put the "text" in context by helping students to see that art and expression are productions of people in social and cultural settings, thereby providing insights into the contextual structure within which culture develops and thrives;
- d. Introduce students to the complexity and relativity of Western culture by
  - i. attending to gender issues and/or the role of minority groups within various cultures, and/or
  - ii. taking a comparativist approach to Western and non-Western cultures in order to illustrate the ways in which cultural achievements are related to race, class, sex, region and epoch;
- e. Encourage students both to differentiate and to integrate objective and subjective responses to art, philosophy, and expression, thus nurturing in students an appreciation of the varieties--and degrees--of "quality" and distinguishing between empathy and sentiment, genius and dexterity;
- f. Nurture an openness to the new and unfamiliar, demonstrate the relationship of past achievements and present culture, and thereby illustrate both the on-going processes of cultures and the lifelong relevance of the humanities;
- g. Help students to see the disciplines within the humanities as keys not just to academic knowledge--to abstract contexts, networks, and methodologies--but to self-knowledge as well. This end can be achieved through (a) readings, discussions, and written/oral assignments that compel students to examine the nature of their own empathy and their knowledge of others; and (b) a sequence of readings, discussions, and assignments that encourage students to assess, during the course of the term, not just what they have learned but also how this learning has affected their preconceptions and values; and
- h. Reinforce, where appropriate, the basic skills of composition, oral communication, and critical thinking.

#### 1. Criteria for the Arts Section

Courses meeting the Arts requirement should, in addition to the above general humanities objectives:

- a. Introduce students to the fine arts (particularly some combination of painting, architecture, sculpture, and photography) or to one of the performing arts (theater, music or dance);
- b. Concentrate on analytical skills and methods of appreciation and not on the acquisition of artistic techniques in "studio" experiences (although such acquisition can be a component); and
- c. Define and analyze the visual, aural, and plastic qualities--as well as the instruments and methods of composition/construction--that distinguish media in the Arts from Letters and Philosophy.

#### 2. Criteria for the Literature Section

Courses meeting this requirement ought NOT to concentrate substantially on syntactical forms or skills of composition. In addition, they should NOT emphasize the acquisition of the techniques of "creative writing," although these subjects can be subordinate components of these courses. Rather, these courses ought, in addition to the basic humanities objectives, to focus on analytical skills and methods of appreciation AND meet the following three criteria:

- a. Provide a basic typology of forms and genres within the particular field of study;
- b. Introduce students to the elemental and compound parts of the forms and genres as well as the standard critical terminologies for analyzing and describing them; and
- c. Analyze the works within an appropriate context of cultural ideas and values, giving particular attention to the development of that cultural context and its influence on those works over an extended period of time.

### 3. Criteria for the Foreign Language/Foreign Literature in Translation Section

Students may select which they wish to take--a course on foreign literature in translation or a course in a foreign language, and that language may either be a new one or the one in which they have accumulated two years of high school "seat time." Whichever choice is made, the intent is to ensure that all students have some experience at their undergraduate level with either foreign language or foreign culture.

Language classes will be available for students with different competency levels, and those levels will be determined by entrance examinations to be developed. Introductory courses will be offered for those wishing to begin a new language. Intermediate language courses will be available for those passing the language entrance exams at appropriate levels for such courses.

- a. Introductory language classes will focus on the acquisition of language skills through pronunciation, grammar, composition and conversation and will be exempt from Criteria 1 and 2 under the objectives for the humanities breadth area, but must include a cultural component; and
- b. Intermediate language classes will concentrate on culture and/or literature and refine skills in grammar, composition and conversation.
  - i. Literature-oriented classes should conform to the basic criteria for the literature section described above: that is, focus on basic analytical skills and methods of appreciation and the basic typology of forms and genres;
  - ii. Courses focusing more on culture, or a combination of culture and literature, should either incorporate, as appropriate, the criteria for the arts section described above, or concentrate on the intellectual history of the artistic and cultural forms under consideration;

OR

- iii. Courses may introduce students who already possess intermediate level language skills to the application of a foreign language within particular social and economic contexts, such as the media, commerce and technology.
- c. Courses on Foreign Literature in Translation should meet the criteria for the Literature section described above.

### 4. Criteria for the Philosophy Section

Courses meeting this requirement should, along with the other humanities objectives, introduce students to a variety of the classical problems in epistemology, metaphysics, social/political philosophy, aesthetics, values and language.

**HUMANITIES INTERDISCIPLINARY COURSES WILL BE CLASSIFIED UNDER ONE OR MORE OF THE ABOVE THREE SECTIONS, AS IS DEEMED APPROPRIATE** according to the subject matter.

Such courses within the General Education program should conform to the basic Humanities objectives AND treat the content, analytical skills, and methods of appreciation of at least two of the following disciplines: theater, fine arts, music, dance, communication, English, foreign language, and philosophy. This interdisciplinary alternative is designed specifically to encourage departments to contribute personnel and intellectual support to subjects such as film.

### D. Objectives for the Social and Behavioral Sciences Breadth Area

The Social and Behavioral Sciences embrace a wide variety of disciplines. Collectively, therefore, the courses included in this area embrace a broad number of principal and secondary goals. The interwovenness of these fields and their uniquenesses are essential concerns that students need to understand as well as the relative usefulness of each discipline in analyzing and responding to individual, social, economic, political and cultural institutions and problems. Such breadth is viewed as indispensable knowledge for educated persons who will function within--and indeed provide the future leadership for--a society that continues to be increasingly technological, complex, racially and ethnically diverse, and evolving in terms of the roles of men and women.

Principally, these courses are designed to enhance students' understanding of

- a. the nature and inter-relatedness of social, political, economic and cultural institutions and behaviors;
- b. the complexity and diversity of institutions, cultures, and human behavior in various civilizations;
- c. the values and cultures shaping human behavior and various societies;
- d. the historical and contemporary developments that have shaped and are shaping human behaviors;
- e. the nature of contemporary social problems, the forces shaping them, and possible avenues for coping with and/or solving them;
- f. the inextricable association of the many racial, religious, nationality and regional groups that comprise the American nation;
- g. the evolving roles of men and women (and the changing attitudes towards human sexuality); and
- h. the myriad contributions of both men and women to the development of culture, values and institutions.

Secondarily, the courses in the breadth area are intended to acquaint students with the nature of the diverse disciplines in terms of the themes, theories, methodologies, and modes of thought, inquiry, analysis, research, and application which they share and which they individually and distinctively use.

It is also recognized that, in pursuing these primary and secondary general education goals, ALL social and behavioral sciences G.E. courses share the university-wide responsibility to further the development of student skills in oral communication, writing, and quantitative and critical modes of thought.

#### 1. Criteria for the American History and Civilization and the American Institutions Sections

In so far as it is appropriate and practicable, courses meeting the American History and Civilization and the American Institutions requirements should:

- a. Introduce students to the concepts, theories, and modes of thought and analysis necessary for understanding the particular social science approaches used to present American history, institutions and civilization;
- b. Provide a balance between breadth and substance on a level appropriate for general education students--in other words NOT be so narrowly defined and discipline-oriented as to be designed primarily for those in the major;
- c. Include materials on the roles and contributions of men and women and relevant issues and problems that have been and/or are related to the factor of gender;
- d. Include materials on the diverse ethnic groups that have affected (and/or been affected by) the development of American society, culture, and institutions as well as relevant issues and problems that have been and/or are related to the factor of ethnicity;
- e. Where the time frame of the course is appropriate, relate historical developments to contemporary conditions, issues and problems; and
- f. Depending upon the discipline perspective of the particular course offered under American Institutions, explore various social, political and economic institutions in American society and culture, including their origins, interrelationships, historical and contemporary roles, and impact on American development.
- g. In addition, where the courses in American History and Civilization include various materials that satisfactorily meet the American History and Constitution requirements as specified in Sec. 40404 of Title V, they shall be so designated; those American Institutions courses that include materials that satisfactorily meet the Constitution, State and Local Government requirements of Title V will be so designated. (Some overlap is inevitable where one has history and political science courses that must all deal with the constitution and constitutional issues.)

#### 2. Criteria for the World Cultures Section

Courses designed to meet this requirement should:

- a. Introduce students to the concepts, theories and modes of analysis necessary for understanding diverse aspects of world cultures;
- b. Provide a balance between breadth and substance on a level appropriate for general education students;

- c. Present an international perspective that places the evolution of either Western civilization or non-Western civilization within the context of larger world developments (e.g. cultures, societies, institutions, gender roles, etc.);
- d. Include materials on the diverse racial, religious and cultural groups that have affected (and/or have been affected by) the development of Western civilization and/or non-Western civilizations;
- e. Incorporate materials on the roles and contributions of men and women and relevant issues and problems that have been and/or are related to the factor of gender; and
- f. Where the time frame of the course is appropriate, relate historical developments to contemporary conditions, issues, and problems.

### 3. Criteria for the Discipline Perspectives Section

Courses meeting the Discipline Perspectives requirement should:

- a. Introduce students to the concepts, theories, methodologies, and modes of thought, inquiry, research, analysis and application necessary for understanding the orientation and focus of that discipline--without so narrowly defining the scope of the course as to fail to provide the balance between breadth and substance appropriate for general education students (Thus, courses designed exclusively as an introduction to the major are NOT suitable for this section.);
- b. Acquaint students with
  - i. the history of intellectual thought that has directly influenced the development of the particular discipline;
  - ii. the types of data used and the processes for collecting and analyzing such data on social and behavioral sciences phenomena;
  - iii. where feasible and appropriate, the ways in which quantification and statistical methods are used in the social and behavioral sciences;
  - iv. the differences between scientific methods and the role of value judgments in the analysis of social issues;
  - v. the interrelationship of the particular discipline with the other social and behavioral sciences; and
  - vi. the actual and potential role of the social and behavioral sciences in dealing with contemporary issues.
- c. Include, from the perspective of the particular discipline, materials on the roles and contributions of men and women and relevant issues and problems that have been and/or are related to the factor of gender; and
- d. Incorporate, from the perspective of the discipline, materials on diverse ethnic and/or cultural groups, particularly in terms of the ways they have affected, and been affected by, the developments of their respective societies, cultures, and institutions, and on contemporary issues involving diverse groups in this and/or other societies.

### E. Objectives for the Lifelong Understanding Category

The Lifelong Understanding component stresses the importance of students understanding the human being as an integrated psychological, social and physiological organism. In particular, attention should be given to such issues as human sexuality, human behavior, nutrition, health, components of physical fitness, physiological functions of the body during exercise, stress, the relationship of people to their environment, and matters of death and dying. Providing this requirement of one course of physical activity and two courses that focus on a selective exploration of the interconnectedness of the many facets of the whole being addresses most directly the conviction that physical activity and an understanding and appreciation of the integral place of people's physical and mental well being in their overall education ought not to be limited to persons of any particular age--or even of any particular physical condition. Therefore,

- a. Physical activity courses should introduce students to skills that can be utilized throughout their life and which contribute to the development of the total person;
- b. Activity courses and courses dealing with physical and physiological issues should provide information on the values, merits and components of selected fitness programs;
- c. Special activity programs and coursework alternatives to activity classes shall be available to students with special needs;

- d. Courses on the whole person should focus on aspects of people's lifestyles, living conditions, and environments that interact to affect their whole condition, their sense of well being, levels of stress, nutrition, and the relationship between their behavior, activity and performance in daily life, with one course focusing on physical and physiological issues and one course focusing on social and psychological issues; and
- e. Courses on the whole person should also, where appropriate, cover gender and ethnic/racial differences in terms of how the various factors of nutrition, exercise, physical and social environment, stress, etc., affect individuals and their responses to those factors.

#### F. Objectives for Lower Division Electives in the Elective Options Category

Lower division electives in the Elective Options Category fall into two types, those within the breadth categories and those that may be developed by ANY school for this specific requirement. Criteria for the first group have been detailed above. Additional courses designed by any school of this option must meet the same criteria as courses in the basic skills and breadth areas with respect to providing instruction in basic skills and/or broad introductory subjects that would provide additional breadth to a student's general education program. Thus, all such courses should have a focus and subject matter that fits within the scope of the overall General Education program. These courses shall also be in a small class size format. In addition,

- a. Each course will provide a balance between breadth and substance on a level appropriate for general education students, avoiding the narrowness and specificity more appropriate to advanced courses in programs for majors;
- b. Where appropriate, such courses should provide reinforcement for the fundamental computational skills taught in the mathematics area and for the other basic skills of writing, communication, and critical thinking;
- c. Where appropriate, such courses should incorporate, from the perspectives of the particular subject area, material on the roles and contributions of women and men and relevant issues and problems that have been and/or are related to the factor of gender; and
- d. Where appropriate, such courses should incorporate, from the perspective of the particular subject area, materials on diverse ethnic and/or cultural groups.

#### G. Objectives for Upper Division Electives in the Elective Options Category

Upper division elective courses shall be on a higher level of analysis than the lower division ones. They should build upon the skills and knowledge acquired in the lower division courses; require additional work and performance suitable to their level; strive to include methodological and analytical tools that are applied across disciplines; and develop issues and themes that are not easily treated in the lower division courses. The periodic reviews of the General Education program will particularly seek to ensure that these courses maintain an upper division level of content and work.

- a. Courses meeting this requirement should expressly incorporate concepts, ideas, methodologies, and knowledge conveyed in one or more of the three lower division breadth areas (where appropriate such courses might even be cross-listed);
- b. Perspectives from other disciplines can be utilized here but within the context of--or in relation to--one or more of those three breadth areas;
- c. Although such courses would be, by the nature of their level, more sophisticated and demanding, they will still be General Education courses that are expected to present a balance between breadth and substance and to avoid the narrowness and specificity more appropriate to advanced courses in the major;
- d. Such courses will focus upon themes or subject matter that best lend themselves to the small class size format; and
- e. Where appropriate, such courses will consider the roles or impact of gender and ethnicity in relation to the subject matter of the courses (or the impact upon either or both of them).

#### H. Objectives for the Integrative Capstone Courses

The integrated learning intended with these courses is to provide students with an understanding of the interrelationships among disciplines and their applications to contemporary complex environments. Such courses will integrate, develop, and explore the implications of the skills and knowledge acquired in the lower division courses, in effect providing a culminating experience in each school by building upon that knowledge and those skills taught in the lower division General Education courses. In so

doing, as with the upper division electives, the Integrative Capstone courses are expected to provide a higher level of analysis than lower division courses. More specifically, these Integrative Capstone courses should also:

- a. Be at the upper division level and in the large-lecture format, except when small classes are needed for off-campus offerings;
- b. Extend, apply and integrate skills and knowledge gained in the basic skills and one or more of the lower division breadth areas, with prerequisites limited to the relevant basic skills or breadth courses required within the General Education program;
- c. Be interdisciplinary, integrating knowledge across disciplines within and across the breadth areas, and placing each area in the broader context of human thought and social development (The cross-listing of such courses could also be done, but all must be classified within at least one of the three breadth areas.);
- d. Consider possible arrangements in clusters for thematic purposes, with the understanding that students must still meet the requirement of completing one such course in each of the three breadth areas. (Capstone courses may also be designated as meeting the Multicultural/Gender requirement.);
- e. Avoid the narrowness and specificity more appropriate to advanced courses in the program of a major, but, on the other hand, consider innovative directions and subject matter not easily included in the lower division courses;
- f. Where appropriate to the specific theme, incorporate multicultural and/or international issues from a comparative perspective that goes beyond a single country, culture or social system;
- g. Where appropriate, also include perspectives on human behavior, gender roles, and human sexuality as they relate to the theme topic, for example, either the impact of these on that topic or vice versa;
- h. Where appropriate, consider technological and organizational developments in relation to the theme topic; and
- i. While breadth, integration of knowledge and skills, and topic areas that go beyond the scope of traditional courses or disciplines are key objectives for these courses, each school may determine the extent to which it wants its integrative Capstone courses to more specifically expand upon what has been taught in its lower division courses. For example, Natural Sciences courses are expected to broaden students' knowledge of fundamental laws, theories, and facts that comprise our understanding of the contemporary physical world, of the origins of scientific discovery, and the implications of scientific and technological developments.

#### I. Objectives for the Multicultural/Gender Category

California is a society on the Pacific Rim, rooted in the West and facing East--a bridge between Western and non-Western worlds. More and more we are becoming a society with a leadership made up truly of men as well as women, a society where non-whites will soon comprise the majority. Students educated in California should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups. Well rounded, educated individuals NEED to possess an appreciation and understanding of the multicultural richness of American society, the dynamics of the interaction between such diverse cultural groups, the international dimensions of American ethnic life, and the destructive impact of stereotyping, racism, and discrimination as well as the evolving roles of men and women within the larger socio-cultural matrix. The "invisibility" of minorities and women in many segments of American life needs to be understood if it is ever to be eradicated.

While all G.E. courses are to consider such materials where appropriate, this will not be sufficient to ensure for all students some in-depth exposure to these subject matters. A requirement that includes courses specifically focusing on some combination of multiculturalism and gender will provide this needed in-depth analysis on these subjects. Important, too, is the fact that such a requirement also makes a statement about what this university recognizes as important in its students' education. Therefore, the broad integration of such course materials and the provision for a separate course requirement are complementary. The flexibility in terms of the specific content of the courses meeting this requirement (viz., more multicultural or more gender oriented, or an equal focus on both) will provide students with a variety of choices.

Courses approved for this requirement should principally have a contemporary emphasis that includes materials on several American ethnic groups (defined by race, religion, or nationality) AND on

gender, OR provide a focus on the evolution of those groups and issues. (Identifiable regional groups might also be included.) Individual courses may emphasize different (and even changing) combinations of groups or focus on gender more than on ethnicity, but both components SHALL be essential parts of all courses designated as meeting this requirement. All such courses shall also share in the university-wide responsibility to further the development of student skills in oral communication, writing, and critical thinking.

#### 1. Criteria for Multicultural/Gender Courses

Courses designed to meet the upper division multicultural/gender requirement should also:

- a. Specify the particular emphasis of the course in terms of multiculturalism or gender, that is, which will be the primary focus and which the secondary one (or if both are to be treated equally);
- b. Indicate what particular discipline approaches are being used in this course and how they particularly contribute to an understanding of multiculturalism and gender issues in contemporary American society--bearing in mind that the Upper Division Electives and Integrative Capstone courses are intended to be cumulative, integrative, and particularly the Integrative Capstones, inter-disciplinary;
- c. Define the concepts of culture and ethnicity and identify at least some of the different approaches to defining those terms--and similarly with respect to gender;
- d. **MULTICULTURAL FOCUSED COURSES** should describe and analyze the values, cultures, and various institutions of the selected ethnic groups in terms of:
  - i. How they function within or affect the lifestyle of the particular groups and the sex roles of men and women within those groups;
  - ii. How they relate to or compare one with the other;
  - iii. How they compare with parallel values, culture, and institutions within the dominant society;
  - iv. How they have influenced the cultural development of the respective groups and contributed to the cultural (and perhaps institutional) development of American civilization; and
  - v. Present issues and problems that relate to the historical experience of the selected ethnic groups, to their current conditions and concerns in American society and to the particular experiences, conditions, and concerns of men and women within those ethnic groups and, by comparison, with the larger society.
- e. **GENDER FOCUSED COURSES** should, while not excluding the factor of multiculturalism, relate their issues and problems more to:
  - i. Human sexuality and gender roles (particularly as they reflect contemporary developments), and
  - ii. The experiences and perspectives of women and men and the issues of gender (such as those that are health related, economic, physiological, etc.) as well as the extent to which those conditions and concerns exist among women and men in selected ethnic groups; and
- f. **HUMANITIES OR LITERATURE FOCUSED COURSES** should explore the relationship of those works either to the culture, values, institutions and contemporary issues and concerns of the selected American ethnic groups or to gender related issues and concerns in contemporary American society (recognizing that components of both are EXPECTED but that the particular emphases may vary from course to course).

#### Attachment Three: Outline of Procedures for a Critical Thinking Oversight Committee

In order to implement the change in the Critical Thinking component of the program, namely opening it up to courses offered by a variety of departments, including Philosophy, Psychology and communication studies, it was determined that such a committee would be invaluable for ensuring the quality and consistency of the various courses that would meet this requirement. The criteria for this requirement were developed by the departments most involved and the guidelines for this committee were developed by them, too.

##### A. THE CRITICAL THINKING COMMITTEE

The academic deans of the schools offering sections of critical thinking (or other appropriate administrator(s)) will appoint a committee composed of one member from each department offering sections of critical thinking--or a school representative if a critical thinking course is a school offering--one of whom will be designated the Campus Coordinator (described below). This committee will be responsible

for advising the deans regarding the scheduling of critical thinking sections, reviewing the appropriateness of content and the comparability of standards of all critical thinking courses, and developing a common exam.

#### B. THE CAMPUS CRITICAL THINKING COORDINATOR

The Academic Vice President will appoint a Campus Coordinator from among the members of the committee. This Coordinator must have experience in teaching critical thinking and must teach sections of critical thinking concurrent with his/her term as Coordinator. This Coordinator will have the following responsibilities and possibly others delegated by the Committee:

1. Calling and chairing the meetings of the Critical Thinking Committee and critical thinking instructional faculty.;
2. Collecting syllabi from instructors, teaching critical thinking, and maintaining a file of information, including examples and exercises for the use of all critical thinking faculty;
3. Collaborating with those involved in the program in further developing their skills in teaching critical thinking; and
4. Directing the preparation and scoring of a common mid-term examination.

#### C. THE COMMON EXAM

A common mid-term examination will be given to all student enrolled in critical thinking courses each quarter. The examination will be developed by the Critical Thinking Committee in consultation with the critical thinking faculty and will be graded in common by the critical thinking faculty. Use of the results of the common exam in grading students will be left to the discretion of each instructor.

#### D. FACULTY PARTICIPATION

All instructors teaching critical thinking are expected to adhere to the objectives for critical thinking courses, to attend the meetings of the faculty called by the Coordinator, and to participate in the grading of the common exam.

### **Attachment Four: American History, Constitution, and State & Local Government Requirement**

Students must meet the American History, Constitution, and State & Local Government requirement in Title 5 either by completing at least TWO approved courses or by passing proficiency exams in these areas. No one course shall be accepted as meeting all of these requirements.

All courses currently meeting different aspects of this requirement will remain, with the exception of the change noted above. Students may complete this requirement by taking two courses approved as fulfilling the components of this requirement from among those in the first and second sections of the Social and Behavioral Sciences Breadth Area (one in American History & Civilization and one in American Institutions), or other courses designated in the University Catalog as meeting portions of this requirement. However, students who meet this requirement, or any portion of it, by exam will still be required to select and complete sixteen units of lower division work in the Social and Behavioral Sciences Breadth Area.

#### Procedures for Submitting Changes to the General Education Requirements

When a course is considered suitable as a general education requirement, a course proposal and program proposal are submitted. The program (P) form will give the category under which this course will be listed. The course (C) form will also show the category for which this course will fill the requirement. Any substantive change to a course, even though it does not change the program listing, must also have a program (P) form submitted.

In order for the course to be reviewed by the General Education Committee, there are specific questions which need to be answered. These questions can be found on CSUSB Form T-F, page 2, (see page 101). These questions will require additional sheets of paper for the answers. Use "Attachment Two: Objectives and Criteria for Courses Meeting General Education Requirements" on page 83 for guidelines in answering these questions for the specific category which the change is proposed.

A blank T-F form which may be copied is located behind the appendix. Blank forms are also be available in department and school offices.

## **Faculty Senate Bylaws, FASD 88-09 R.1 define the following committees as:**

### **University Curriculum Committee**

The University Curriculum Committee is a standing committee of the Faculty Senate. This committee shall review all curriculum proposals, including experimental courses. It shall approve student proposals for undergraduate special majors. It shall be responsible for implementing campus policy on course deletion.

Committee recommendations concerning program proposals shall be forwarded to the Faculty Senate [for approval]. The committee shall act for the Senate in approving course proposals.

Curriculum proposals which the committee judges to require additional faculty, staff, equipment, facilities or financial resources shall be referred to the Educational Resources Committee for its recommendation.

College representatives to the University Curriculum Committee shall also be members of their respective college curriculum committees.

The committee also reviews and approves all undergraduate self-designed "special majors."

### **Educational Policy Committee**

The Educational Policy Committee is a standing committee of the Faculty Senate. This committee shall participate in the development of the academic master plan; and review and develop criteria for the adoption, modification or termination of courses and programs (e.g. majors, minors, credential programs, options, tracks, concentrations, emphases, general education, extended education, and other self-supporting programs such as institutes and centers). It shall review and initiate recommendations concerning grading standards and practices, admissions policies, academic disqualification and probation, each annual academic calendar, and non-traditional modes of instruction (e.g., credit by examination, credit for prior experience, advanced placement, media-based instruction, internships, computer-assisted instruction).

When appropriate, this committee shall meet with the Dean of Extended Education and/or with extension program coordinators to originate and review proposals for courses, programs, conferences, etc., and to initiate and review policy recommendations affecting Extended Education (e.g. extension, summer session, open university, etc.). Curriculum recommendations of the committee dealing with degree applicable items shall be sent to the Curriculum Committee. The committee shall act for the Senate in a review of all non-credit Extension courses and programs not subject to specific departmental approval, and shall review all Extended Education policies.

### **General Education Committee**

The General Education Committee is a standing committee of the Faculty Senate. This committee shall review all proposed changes in the general education curriculum and make recommendations to the Curriculum Committee. It shall review all general education course proposals in terms of how well they meet the objectives and appropriate criteria for particular subject areas.

The committee will begin a regular four-year cyclical review of the general education program, reviewing Category B in the first year, Category C in the second year, Category D in the third year, and all remaining categories in the fourth year (This process will begin in the 1991-92 academic year.) It will evaluate the organization, courses and criteria for each category being reviewed, and propose adjustments or changes that are deemed necessary to preserve the consistency, quality and coherence of the overall program.

The committee shall monitor the number of electives approved by any of the colleges (particularly in the Elective Options and Integrative Capstones categories) in order to discourage excessive and unwieldy course proliferation. The committee will use the number of existing courses from a specific college in a particular category or section as a factor when considering additional course proposals from that college. The committee will monitor existing courses to see that they are offered at least once every other year. The committee will convene the faculty in regularly scheduled forums addressed to improvement of the general education curriculum.

## **Educational Resources and Services**

The Educational Resources and Services Committee is a standing committee of the Faculty Senate. The committee shall familiarize itself with the budget process, be informed of budget allocations at the divisional level, make appropriate budget policy recommendations to the President or designee where appropriate through the University Planning Advisory Council. The committee shall review and recommend annually policies regarding the allocation of educational resources within the audio-visual services and computer services area.