



Curriculum, Assessment,
and Accreditation

Curriculum Guide

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San Diego State University Curriculum Guide

Section 1: Introduction and Curriculum Process

Introduction

The mission of San Diego State University is to provide well-balanced, high-quality education for undergraduate and graduate students and to contribute to knowledge and the solution of problems through excellence and distinction in teaching, research, and service. The university serves to impart an appreciation and broad understanding of human experience throughout the world and the ages. This education extends to diverse cultural legacies; accomplishments in many areas, such as the arts and technology; the advancement of human thought including philosophy and science; the development of economic, political and social institutions; and the physical and biological evolution of humans and their environment. Specifically, San Diego State University strives to provide academic excellence in all SDSU's programs and offerings, ensure educational opportunities for the whole person, both inside and outside the classroom; facilitate an appreciation of diversity in its many manifestations and social justice within the university community, use of our precious human and fiscal resources wisely, and help students become global citizens.

San Diego State University accomplishes this through its many departments and interdisciplinary programs in the creative and performing arts, the humanities, the natural and physical sciences, and the social and behavioral sciences and has adopted the following academic goals to sustain and strengthen its position as a leading university:

- To encourage the intellectual and creative development of a diverse group of students by helping them learn about themselves and others, their own and other cultural and social heritages, and their environment;
- To foster development of critical thinking, reading, oral communication, quantitative and qualitative analysis as well as a commitment to lifelong learning and international perspectives needed to contribute to communities and chosen fields of endeavor;
- To provide the basis for informed citizenship in a democracy;
- To offer advanced undergraduate and graduate students professional training and preparation for further study in a broad range of disciplines, with a special emphasis on the preparation of teachers;
- To support faculty in developing specialized contributions to knowledge, including innovative curriculum and pedagogy responsive to intellectual and professional needs of undergraduate, master's, and doctoral students;
- To support faculty in their professionally related community activities and informed exchanges with diverse professional and lay communities that strengthen the university's courses and scholarship;
- To encourage scholarship, including creative and performing arts, by students, faculty and administrators from all areas of the university; and

- To continue our commitment to research, including the expansion of externally funded projects and doctoral programs where appropriate.

The vision that first motivated our founders continues to energize us. We are a community of learners, of all ages and levels of experience, engaged in a continuous journey of invention, creation and discovery.

San Diego State University established seven “Institutional Learning Outcomes” (ILOs) to guide and connect our broad educational mission through our diverse degree offerings. Every student leaving SDSU should be able to demonstrate competency in these learning outcomes.

Assessment of these outcomes thus helps the university continuously improve its programming in support of student success and the overall university mission. The ILOs are:

- Demonstrate expertise in integrating ideas, methods, theories, and practices within and across academic/disciplinary areas of study. (Disciplinary/Interdisciplinary Knowledge)
- Seek, analyze, contextualize, and incorporate information to expressly enrich understanding of the world.
- Develop the ability to sustain curiosity and to think critically, creatively, and independently.
- Develop skills to collaborate effectively and ethically as leaders and team members.
- Communicate effectively within and across academic, professional, and social contexts.
- Use deductive reasoning and statistical methods to gather, interpret, and evaluate data critically, in order to assess the reasonableness of solutions to scientific, civic, and personal challenges.
- Demonstrate the ability to enact positive social change through the acquisition of knowledge, sensibilities, and skills associated with anti-racism, social justice, critical consciousness, leadership, ethnic identity, diversity, equity, inclusion, and sustainability using local, global, and/or ethical perspectives that provide direct service to society also known as liberatory outcomes.

Because the ILOs form the basis of the university’s expectations of what each graduate should have learned during their time at SDSU, the ILOs serve to inform the design and content of course and degree offerings across the University.

Curriculum development is thus a necessary and fundamental component of ensuring our students receive a dynamic education. The university’s ability to foster an education that reflects an understanding of societal needs, new technologies and emerging global issues as well as produces innovative and ethical leaders is central to our mission. Curriculum development helps strengthen student success by ensuring course offerings are regularly updated to accommodate progress in science and technology, advancements within a field of study, and the evolution of culture, politics, and the environment.

Most important, curriculum development is an iterative process geared towards continuous improvement. The design and implementation of new curriculum, or changes in existing curriculum, should be followed by an assessment of those changes. Assessment is vital to the process because it helps answer the fundamental questions, “Did students learn what we intended them to learn? Did students obtain the skills we intended them to obtain?” This type of analysis and evaluation helps inform future cycles of development so that our curriculum is current and supports student success.

Given the importance of curriculum development in enhancing teaching and learning, a systematic approach to managing development is central to creating desired outcomes. As such, the SDSU Curriculum Guide has been compiled to assist you in preparing curricular proposals for consideration for inclusion in the University Catalog. Proposals for new curriculum or modifications to existing curriculum (either courses or programs) all follow specific approval paths as outlined in the Senate Policy File. The Curriculum Guide is intended to help you navigate the approval process by providing information not only on the steps necessary to obtain curriculum change approval by campus constituents but also, where necessary, by the California State University Board of Trustees (BOT) and Chancellor’s Office (CO) and SDSU’s regional accrediting body (WSCUC). The Curriculum Guide also provides information on SDSU, CSU, and WSCUC policies related to curriculum and other continuous improvement activities as relevant.

There are typically nine types of curriculum changes (at both the undergraduate and graduate level):

1. New courses
2. Modifications to existing courses
 - a. Minor curriculum modifications
 - b. Substantial modifications
3. New programs
 - a. New degree programs that require approval beyond SDSU
 - b. New programs that do not require outside approval
4. Modifications of existing programs
5. Deletions of existing courses or programs
6. Special topics and General Studies courses
7. Special designations (General Education, Cultural Diversity, Graduation Writing Requirement, Service Learning, Global Learning, Community Engagement, Ethnic Studies, and American Institutions).
8. Cross Listed Classes
9. Reinstatement of Deleted Courses

Each of these types of changes has a different set of approving bodies. Furthermore, curriculum changes for Global Campus and Imperial Valley may vary from the processes used on the Mesa campus. Given the complexity of the curriculum approval process, this guide is intended to help you navigate your proposal through the system.

Modern Campus Curriculum: Proposals for new curriculum or significant curriculum changes are usually submitted by an academic department, although any member of the university community (faculty, student, or administrator) may begin the process. SDSU has adopted Modern Campus Curriculum as the curriculum management system and all curriculum proposals are launched in Modern Campus Curriculum. The individual launching the proposal is known as the originator. Originators can monitor the progress of their proposal in Modern Campus Curriculum as well as make any edits requested by university approvers. Once a proposal has been fully vetted and approved by all levels, Curriculum Services will work with others on and off campus to update the university catalog, the university's Academic Master Plan, WSCUC databases, mymaps, articulation agreements, and other academic processes as needed.

One of the most important aspects of Modern Campus Curriculum is that the program is directly tied to the online catalog production system, Modern Campus Catalog. Thus, all curriculum changes **MUST** be made in Modern Campus Curriculum so that those updates are integrated into the university catalog. Another important feature of the Modern Campus Curriculum/Modern Campus Catalog system is that curriculum proposals that do not complete the approval process in a given academic cycle **CANNOT** simply roll over the following year. *The originator of unfinished proposals will need to reenter those proposals during the next curriculum cycle.* Once reentered, Curriculum Services will advance the proposal to where it left off the prior academic year. Thus, while the proposal can continue through the steps of the approval process – it will need to be reentered by the originator to start that process. Curriculum Services will provide a PDF of unfinished proposals as well as any attachments so that the process is easier.

To ensure that as many proposals as possible are approved in a single curriculum cycle, the University Senate in 2022/2023 approved streamlined approval processes for all proposals, and shortened approval processes for minor modifications, course deactivation for courses not offered in three years, and for mirrored programs on the IV campus (mirrored programs are those that have been approved for implementation on the Mesa campus and are now being duplicated exactly on the IV campus). Those changes are covered later in this Curriculum Guide.

Please note that the information in this guide applies only to curriculum changes. Minor, *non-curricular* edits which are editorial rather than substantive in nature require only the approval of Curriculum Services. Each unit on campus will have the ability to make non-curricular edits to their catalog pages at the start of the Spring semester.

Deadlines: Generally, with the use of Modern Campus Curriculum, the curriculum cycle for any given catalog year for campus approvals starts in April and ends in December. Between January and the end of March, Curriculum Services works on producing the upcoming catalog. That catalog and the information therein is needed by the Register's Office, Enrollment Services, Deans and Associate Deans, new student orientation specialists, articulation officers, and many others on campus so that the implementation of programs and courses is not delayed. It is thus vital that the university catalog be published and delivered on schedule. *Therefore, the curriculum approval process must end in December* - this deadline cannot be extended. Proposals not approved by the December Senate meeting must be reentered the following April and implementation will be delayed until the following academic year.

These general guidelines only apply to the campus approval process. New degree programs must also be approved by the CSU Board of Trustees, the Chancellor's Office, and WSCUC and the time needed to obtain those approvals should be factored in when planning new programming. Please note that some of the steps for new degree programs can occur concurrently and thus, it is useful to contact Associate Vice President Madhavi McCall (mccall@sdsu.edu) for support.

- January: Curriculum Services works on catalog production
- February: Curriculum Services works on catalog production
- March: Curriculum Services works on catalog production
CSU Board of Trustees (BOT) considers proposed new degree programs
- April: START OF CURRICULUM CYCLE FOR NEXT ACADEMIC YEAR
Curriculum Services produces catalog FOR CURRENT ACADEMIC YEAR
Modern Campus Curriculum opens for new proposals for upcoming academic year
AVP-CAA submits request for WSCUC approval for new programs approved by BOT in March
- May: Modern Campus Curriculum open for new proposals
Approval of curriculum continues
- June: First Friday in June – deadline to submit new degree program requests to AVP-CAA
Third Friday in June - AVP CAA submits request for new programs to Board of Trustees
Modern Campus Curriculum open for new proposals
Approval of curriculum continues

- July: Modern Campus Curriculum open for new proposals
Deadline to submit new degree programs to CalState Apply
Approval of curriculum continues
- August: CSU Board of Trustees (BOT) considers proposed new degree programs
Modern Campus Curriculum open for new proposals
Approval of curriculum continues
- September: Modern Campus Curriculum open for new proposals.
AVP-CAA submits request for WSCUC approval for new programs approved by BOT in August
Approval of curriculum continues
- October: Modern Campus Curriculum closes after the first week of October for proposals requiring university level approval.
Minor modifications for undergraduate courses entered through the last week of October.
Modern Campus Curriculum closes for all proposal types in the last week of October.
Approval of curriculum continues.
- November: November 30th – deadline to submit new degree program requests to AVP-CAA for inclusion in March BOT meeting.
Approval process continues.
- December: Curriculum cycle ends after December Senate meeting
AVP-CAA submits request for new programs to Board of Trustees for March meeting

Based on this information, Colleges can set internal deadlines that will allow time for college and dean review and ensure proposals can be approved by university-wide committees by the December Senate meeting.

This is a lengthy process. Please be patient. If all goes well with a proposal for new classes or any modifications, the adoption of Modern Campus Curriculum and Modern Campus Catalog allows the university to make these curriculum updates in a timelier manner. Curriculum changes approved by the December Senate meeting will appear four months later in the April catalog. New classes approved by the December Senate meeting can be offered in the following Fall semester. Curriculum submissions that are not approved in time will need to be reentered into Modern Campus Curriculum in the next cycle and this will delay changes for an academic year.

The process for new degree programs is much longer. New degree programs, if all goes well, can still take anywhere from 2-3 years to be available for new students. New degree programs must appear in CalState Apply so that new students can apply for admission, but this process cannot happen without full campus, Board of Trustees, Chancellor's Office, and WSCUC approval. The Board of Trustees only considers curriculum twice a year and WSCUC approval can take up to 9 months. Please be patient.

Although the deadlines and general calendar apply to all curriculum proposals, timing of your submission and the probability it will be completed by the December deadline is heavily dependent on the type of proposal under consideration, especially given that the Senate in Fall 2022, passed an expediated process for *undergraduate* course modifications where the impact of those modifications are limited to one college. This process was extended to certain graduate course modifications in Fall 2024.

Minor Course Modifications: Generally, the review path for course modifications involving only the initiating college's curriculum will no longer include the Undergraduate or Graduate Curriculum Committee. Proposals approved by the College Dean (or designee) following review by the college using their internal processes will be sent simultaneously to the Senate Executive Committee, Undergraduate or Graduate Curriculum Committee, and Undergraduate or Graduate Council. Unless objections arise, curriculum proposals will then be included in the Senate report as an information item.

There will be situations where additional review is needed. Specifically:

- Undergraduate or Graduate Curriculum Committee will review if the course modification is major. For example, if it involves other colleges, or switches the course from lower (100-200) to upper division (300-400), or from undergraduate (<500) to graduate (500 and above), or vice versa.
- Undergraduate Writing Committee will review if the change involves adding or modifying a "W" or "DW" designation to classes satisfying the Graduation Writing Assessment Requirement (GWAR).
- Student Learning/Community Engagement Committee will review if the change involves adding or modifying a Service Learning or Community Engagement designation.
- International Affairs University Senate Council will review if the change involves adding or modifying Global Learning designation.

****Changes to the list of situations where additional review is needed can be made by approval of AP&P.**

Substantial Modifications: Undergraduate or graduate course modifications that do involve other colleges will need to be approved by the Undergraduate and/or Graduate Curriculum Committees and General Education Committee (for GE classes).

How Do I Launch Curriculum Changes?

This section describes the general process for submitting curriculum changes. It is broken up into 9 main subtopics – each representing one of the types of curriculum changes that are possible. Additional information and more detailed processes for new programs can be found in the appendix. At any point during the submission process, Curriculum Services and the AVP-CAA is available to help. Please note that any individual, department, Dean, or college curriculum committee may request the Undergraduate or Graduate Curriculum Committee review any decision on any curriculum proposal. The committee may agree to review the matter and inform all interested parties of the decision to review and of the date set for the review, or the committee may decide not to review and promptly inform the appellant of its decision.

1. Launching New Courses: New permanent (not special topics) courses require university-wide approval. To launch a new class, use either the New Undergraduate Class or New Graduate Class form in Modern Campus Curriculum. Please feel free to reach out to Curriculum Services for support.

A. New Undergraduate classes

1. Course is entered into Modern Campus Curriculum and launched.
2. Curriculum Services reviews course for proper formatting and completeness.
3. Proposal is reviewed by Department, college committees and Dean/designee.
4. Once out of the College, if the proposal includes a request to add the class to the University's General Education program (or includes a request for a special designation), or is for a 500-level class that is open to graduate students, the proposal is sent to the General Education and Graduation Requirements or Graduate Curriculum Committee respectively. Once approved by these committees, the proposal is sent to the Undergraduate Curriculum Committee.
5. The course is vetted and approved by the Undergraduate Curriculum Committee.
6. Once approved by the Undergraduate Curriculum Committee, the proposal is sent to the Senate, Academic Dean's Council, Undergraduate Council, Academic Affairs Associate Vice Presidents, and Associated Students as information items.
7. The proposal is prepared by Curriculum Services for inclusion in the University

Catalog.

B. New Graduate classes

1. Course is entered into Modern Campus Curriculum and launched.
2. Curriculum Services reviews course for proper formatting and completeness.
3. Proposal is reviewed by Department, college committees and Dean/designee.
4. Once out of the College, the course is vetted and approved by the Graduate Curriculum Committee and Graduate Council.
5. Once approved by the Graduate Curriculum Committee and Graduate Council, the proposal is sent to the Senate, Academic Dean's Council, Undergraduate Council, Academic Affairs Associate Vice Presidents, and Associated Students as information items.
6. The proposal is prepared by Curriculum Services for inclusion in the University Catalog.

2. Launching proposals for modifications to existing courses: There are four types of modifications in Modern Campus Curriculum – each with a different form.

For undergraduate and graduate classes, there are two options. For course modifications that are minor, use the Minor Undergraduate or Minor Graduate Course Modification Form. Undergraduate and Graduate course modifications involving only the initiating college's curriculum are considered minor. For more substantial undergraduate or graduate course modifications, please use the Substantial Undergraduate or Substantial Graduate Course Modification Form. If you have a question as to which form to use, please contact Curriculum Services for guidance.

A. Minor Undergraduate Course modifications

1. Course is entered into Modern Campus Curriculum and launched.
2. Curriculum Services reviews course for proper formatting and completeness.
3. Proposal is approved by Department, college committees and Dean/designee.
4. Proposals approved by the College Dean (or designee) will be sent simultaneously to the Senate Executive Committee, Undergraduate Curriculum Committee, and Undergraduate Council as a notification.

5. Unless objections arise, curriculum proposals will then be included in the Senate report as an information item.

6. The proposal is prepared by Curriculum Services for inclusion in the University Catalog.

B. Substantial Undergraduate Course modifications

1. Course is entered into Modern Campus Curriculum and launched.

2. Curriculum Services reviews course for proper formatting and completeness.

3. Proposal is approved by Department, college committees and Dean/designee.

4. Once out of the College, the course is vetted and must be approved by the Undergraduate Curriculum Committee.

5. Once approved by the Undergraduate Curriculum Committee, the proposal is sent to the Senate, Academic Dean's Council, Undergraduate Council, Academic Affairs Associate Vice Presidents, and Associated Students as information items.

6. The proposal is prepared by Curriculum Services for inclusion in the University Catalog.

C. Minor Graduate Course modifications

1. Course is entered into Modern Campus Curriculum and launched.

2. Curriculum Services reviews course for proper formatting and completeness.

3. Proposal is approved by Department, college committees and Dean/designee.

4. Proposals approved by the College Dean (or designee) will be sent simultaneously to the Senate Executive Committee, Graduate Curriculum Committee, and Graduate Council as a notification.

5. Unless objections arise, curriculum proposals will then be included in the Senate report as an information item.

6. The proposal is prepared by Curriculum Services for inclusion in the University Catalog.

D. Substantial Graduate Course Modifications

1. Course is entered into Modern Campus Curriculum and launched.
2. Curriculum Services reviews course for proper formatting and completeness.
3. Proposal is approved by Department, college committees and Dean/designee.
4. Once out of the College, the course is vetted and must be approved by the Graduate Curriculum Committee and Graduate Council.
5. Once approved by the Graduate Curriculum Committee and Graduate Council, the proposal is sent to the Senate, Academic Dean's Council, Graduate Council, Academic Affairs Associate Vice Presidents, and Associated Students as information items.
6. The proposal is prepared by Curriculum Services for inclusion in the University Catalog.

3. New Programs: New graduate and undergraduate programs are often needed to meet emerging societal issues, new research discoveries, or changes in university and/or discipline priorities. Certain types of degree programs require approvals beyond the university curriculum process while others can be approved and implemented with only a campus approval. The information listed in this guide applies only to programs without separate accreditation needs. Programs accredited by external bodies should check with the accrediting body for program requirements and approval.

Generally, new bachelors or graduate programs, proposals to elevate existing options, emphases, and concentrations to stand-alone degrees, and creating self-support versions to state support programs require external approvals. New concentrations, options, emphases, and blended programs (4+1) require formal notification with outside entities. New certificates, credentials, and minors require only campus approval before implementation. This section provides guidance on how to get new programs approved and implemented.

Please note that the process for IV with regards to new programs is exactly the same. However, if degrees currently offered on the Mesa campus are to be “mirrored” on the IV campus (not Global), that process is less extensive. Special considerations for IV and Global are covered later in this guide.

A. New degree programs that require approval beyond SDSU

If you are interested in creating a new degree, there is considerable preparation work to be done before launching a formal proposal. It is necessary to obtain approval from your department and

your college dean and the Provost. Given that new programs can be costly, and the college Dean and Provost need to ensure adequate resource allocation, their approvals are vital to success. A program can be a great idea but if neither the Dean nor Provost is willing to extend monetary support, the program cannot thrive. Moreover, the Board of Trustees will not approve any new program without the initial support of administration and so it becomes vital to know that support is forthcoming.

The California Master Plan and resulting CSU policy indicate new programs should be approved only based on work-force needs, advancements in science or society necessitating changes, and student need. While a full “market analysis” is unnecessary, you will need to be able to show that the degree program in question is related to the state’s workforce needs, is required because of fundamental changes in society or because technological and scientific changes have resulted in new fields of study, and/or to fulfill an emerging student need. Programs that are duplicative of those offered by the community colleges or by other units on campus are difficult to justify. Programs that are reflective of the interest of only an individual faculty member but do not reflect broader considerations are not likely to be approved by the CSU or funded by the administration. As such, although there is nothing stopping a faculty member from launching a new program without Dean/Provost support and without ensuring demand for the program, doing so is likely to be an unsuccessful use of time and effort.

Once a faculty member is relatively confident the conditions above are met, the CSU requires all potential program projections be first approved by the California State University Board of Trustees (BOT). At this step, the Board of Trustees is not approving a new program but rather just the campus permission to launch a new program proposal. The requirement that the BOT approves all program projections can lengthen the submission process because the BOT only meets twice a year to approve program projections. While technically it is necessary for BOT approval before launching proposals, depending on timing of the submissions, SDSU can allow the BOT process to proceed concurrently with the campus approval process. While the process outlined here is linear, the AVP-CAA can help create a concurrent process if necessary for timely approval.

1. Statement of Intent – The process for a new program starts by faculty filling out the statement of intent form in Modern Campus Curriculum. This form is a request by SDSU to propose a new program – it is NOT an application for a new program but rather only a request to propose a new program. The Intent form is approved by the College Dean and the Provost and upon approval, sent to the AVP-CAA. The AVP-CAA will then route the Intent form to the Chancellor’s Office to be submitted to the Board of Trustees for consideration at either their March or August meeting.

To meet the BOT’s meeting submission deadlines, the Intent form must be approved and sent to the AVP-CAA by November 30th (for the March BOT meeting) or by the first

Friday in June (for the August BOT meeting). If the BOT approves the program intent, the program will be listed on SDSU's Academic Master Plan and the university will have 5 years to obtain full program approval and implement the program.

The Academic Master Plan is a full list of all SDSU programs. The Master Plan includes the locations of each offering, the modality the program is offered in, and the year of the last academic review. The Master Plan is updated annually by the AVP-CAA as part of the university's reporting process to the CSU. Only programs that appear on the Academic Master Plan can be offered at the university and only in the locations and in the modalities on the Master Plan. As such, the Statement of Intent form, which is the method through which new programs can appear on the Academic Master Plan, is a vital step that cannot be skipped under any circumstances.

Although not a responsibility of the faculty member or department submitting a Statement of Intent, new programs must also be approved by our accrediting agency, WSCUC, before implementation. A new program is evaluated to see if it is a "substantial change" to the university's offerings and this process of review is initiated by the AVP-CAA through the submission of a "Sub Change Screening Form." The AVP-CAA will submit the "Sub Change Screening Form" immediately to WSCUC following BOT approval of the Statement of Intent. Please note that WSCUC approval can take up to 9 months.

Once the BOT has approved the Statement of Intent, the campus approval process follows as noted below:

2. Program originators fill out the New Undergraduate or Graduate Program form in Modern Campus Curriculum.
3. Curriculum Services reviews program for proper formatting and completeness.
4. Proposal is approved by Department, college committees and Dean/designee.
5. Once out of the College, the proposal is sent concurrently to the University Academic Policy and Planning (AP&P) and University Resources and Planning (UR&P) committees for approval.
6. Once approved by both AP&P and UR&P, the proposal is sent to the Undergraduate (for new undergraduate programs) or Graduate (for new graduate programs) Curriculum committee.
7. If approved by UCC or GCC (and Graduate Council for GCC), the proposal is sent

to the Senate as an action item.

8. If approved by Senate, the proposal is prepared by Curriculum Services to be submitted to the CSU Chancellor's office for approval.

9. After receiving Chancellor's office approval, the program is submitted to CalState apply for inclusion in the next recruitment cycle. New programs can be offered to continuing students once approved by the CO but can only be made available to new students after the program appears in CalState apply.

B. New degree programs that can be implemented following only campus approval

Proposals for new minors, credentials, emphases, concentrations, options, and certificates only need to be approved by campus constitutes and the Chancellor's office notified of these changes. New Credentials and Certificates must be approved by WSCUC, but that process can occur concurrent with campus approval.

1. Program originators should fill out the New Undergraduate or Graduate Program form in Modern Campus Curriculum.
2. Curriculum Services reviews program for proper formatting and completeness.
3. Proposal is approved by Department, college committees and Dean/designee.
4. Once out of the College, the proposal is sent concurrently to the University Academic Policy and Planning (AP&P) and University Resources and Planning (UR&P) committees for approval.
5. Once approved by both AP&P and UR&P, the proposal is sent to the Undergraduate (for new undergraduate programs) or Graduate (for new graduate programs) Curriculum committee (and Graduate Council for GCC).
6. If approved by the relevant curriculum committee, the proposal is sent to the Senate as an action item.
7. If approved by Senate, the program is approved for implementation for continuing students. New certificates, emphases, options, and concentrations, depending on how students are admitted, may need to be included in CalState Apply and would thus not be available to new students until included in CalState apply.

4. Modifications of existing programs: Any change to a degree program will need to be reviewed by university level committees UNLESS those changes are a result of minor modifications to courses or a result of the deletion of classes from the three year warning list. To launch changes to a program, use either the Undergraduate or Graduate Program Modification form in Modern Campus Curriculum.

A. Undergraduate Program Modifications

1. Program modification is entered into Modern Campus Curriculum and launched.

2. Curriculum Services reviews modifications for proper formatting and completeness.
3. Proposal is approved by Department, college committees and Dean/designee.
4. Once out of the College, the program modification is vetted and must be approved by the Undergraduate Curriculum Committee.
5. Once approved by the Undergraduate Curriculum Committee, the proposal is sent to the Senate, Academic Dean's Council, Undergraduate Council, Academic Affairs Associate Vice Presidents, and Associated Students as information items.
6. The proposal is prepared by Curriculum Services for inclusion in the University Catalog.

B. Graduate Program Modifications

1. Program modification is entered into Modern Campus Curriculum and launched.
2. Curriculum Services reviews modifications for proper formatting and completeness.
3. Proposal is approved by Department, college committees and Dean/designee.
4. Once out of the College, the program modification is vetted and must be approved by the Graduate Curriculum Committee and Graduate Council.
5. Once approved by the Graduate Curriculum Committee and Graduate Council, the proposal is sent to the Senate, Academic Dean's Council, Undergraduate Council, Academic Affairs Associate Vice Presidents, and Associated Students as information items.
6. The proposal is prepared by Curriculum Services for inclusion in the University Catalog.

5. Deletions of existing courses or programs: There are special considerations when deleting existing courses or programs that may impact current students. Courses that have not been offered in three years will be deleted from the catalog per Senate policy by the Office of Curriculum, Assessment, and Accreditation. Faculty may also delete courses no longer needed by academic programs using the procedures outlines below. Courses that are deleted can be reinstated within three years without going through the formal "new course" process. Procedures for course reinstatement are included later in this guide.

Program deletion must ensure that needs of current students are supported. Program deletion must include a plan to teach out current students as needed. Procedures for course and program deletion start by filling out the appropriate Modern Campus Curriculum form. Once deleted, programs cannot be reinstated without going through the entire “New Program” process.

A. Course deletion – Undergraduate Classes - Two and Three year warning list (per Senate policy adopted May 1973; Revised May 1986 and February 2006): Each year Curriculum Services shall identify the courses not offered during the past two years and shall inform each department or school that failure to offer the courses within the next academic year shall subject the courses to deletion from the catalog. A course not offered during the third year shall be deleted by Curriculum Services. No action is needed by faculty or departments. A list of deleted courses will be sent to the Senate as an information item.

B. Course deletion – Graduate Courses (600- and 700- level courses) – Two and Three year warning list (Per policy adopted by the Graduate Council, November 19, 1987; Revised November 1998): Each year Curriculum Services shall identify those courses which have not been offered during the past two-year period and shall inform each department that failure to offer the courses within the next academic year will subject them to deletion from the SDSU University Catalog. Courses not taught during the third year will be deleted from the SDSU University Catalog unless the department provides a written reply satisfactory to the Graduate Curriculum Committee showing that there are compelling reasons why the course should not be deleted and providing a plan for the reinstitution of the course in the department’s regular program.

C. Course Deletions for courses not on 3 year list: Both undergraduate and graduate classes that no longer meet department needs can also be deleted without waiting for the three year time frame. Faculty should submit the “Course Deactivation” form in Modern Campus Curriculum. Please note that courses that are deleted generally result in change to a program and thus a program modification must also be submitted.

4. Procedures for Degree Program Discontinuation (Policy adopted by the Senate February 10, 1981; also refer to the policy statement AAP 91-14 in the Appendix.

Proposals for the discontinuation of degree programs may be initiated by departments, faculty members, appropriate college and University committees, and / or administrative officers of the University. All proposals must specify mechanisms to protect the interests of students currently enrolled in such programs and, if possible, to allow those students to complete their degrees in a reasonable time period.

Proposals for degree program discontinuation must include a declaration of intent: (a) degree program discontinuation (Senate Policy File, VII-B-3, 1.2-1.54), or (b) discontinuation of degree program with department dissolution (Senate Policy File, VII-B-3, 2.0-2.5). All proposals must address employment options, informed by the applicable Memorandum of Understanding for the affected tenured and probationary faculty and for permanent staff.

Proposals shall be reviewed by designated department and college curriculum committees, and the dean of the college. Proposals approved by the college dean shall be forwarded to the Office of the Provost for University-wide review as specified in Senate Policy File III-F-4 and III-F-15.

Undergraduate Proposals: Undergraduate proposals shall be reviewed for approval by the University Committee on Academic Policy and Planning. This committee must seek broad consultations with groups or persons likely to be affected by the degree program discontinuation, including enrolled students in the degree program affected. Proposals shall be additionally reviewed by the Undergraduate Curriculum Committee with recommendations forwarded to the Senate.

All approved proposals shall be forwarded to the Senate as action items.

All approved proposals shall be forwarded to the President for final action.

Graduate Proposals: Graduate proposals shall be reviewed for approval by the University Committee on Academic Policy and Planning. This committee must seek broad consultations with groups or persons likely to be affected by the degree program discontinuation, including enrolled students in the degree program affected.

Proposals shall be additionally reviewed by the Graduate Curriculum Committee and Graduate Council with recommendations forwarded to the Senate.

All approved proposals shall be forwarded to the Senate as action items.

All approved proposals shall be forwarded to the President for final action.

6. Special topics and General Studies courses: Undergraduate (approved September 1988) and Graduate courses (Policy adopted by the Senate, April 1976; Revised October 1981, November 1985, May 1988; policy regarding 696 topics courses was approved by Graduate Council on March 21, 1985; Revised February 2024). Special Topics are those courses which treat unspecified topics within a discipline. It may thus be used either as an experimental precursor to a new course proposal or as a vehicle to explore current interests through a standard

course format, including syllabus, texts or bibliography, explicit procedure or methodology, and an appropriate student population. Special topics course must be subjected to a reasonable departmental review for need, relevance, and substance, since it must pass a series of reviews before being included in the Class Schedule. Specific special topics course number include 296, 496, 596, 696, Latin American Studies 580, Psychology 796, 886.

General Studies Courses were created to provide a means for departments to offer innovative and/or interdisciplinary undergraduate courses which do not fit into the existing curricular framework. These courses differ from topics courses in that they may be interdisciplinary, may utilize variable credit, and/or may incorporate real departures from usual teaching and learning techniques. Under certain circumstances, General Studies 250 and 350 may be used to propose courses for General Education credit on a temporary basis.

General Studies and Special Topics courses may be offered for a maximum of four semesters. Since approval is only temporary, it is anticipated that if a course proves successful, the department would initiate the usual procedures for obtaining curricular committee approval for a permanent new course. Assessment of an experimental and limited duration course shall be included as one component of the rationale for proposing the permanent version of the course. Proposals for these permanent courses shall undergo the full review process for new course proposals. Also, initial approval as a special topics or general studies course in no way guarantees approval of course as part of a faculty member's teaching load. This must still be arranged by the department and the college.

According to Senate policy, proposals for experimental and interdisciplinary limited-duration courses will go through an expedited curriculum review process, which will not be constrained by catalog and committee deadlines for regular course proposals; they will be dealt with on demand and must be completely processed during one semester for implementation for the next semester, the process will normally conclude with the approval of the College Dean (or designee), and will be contained in an information report to the Senate. Courses that span multiple departments and/or colleges must be approved by all relevant departmental and college committees. If consensus cannot be achieved among these committees, the proposal shall undergo the full review process for new course proposals.

Specifically, any department or college which has received approval through the normal curricular channels to offer courses under the numbers 296, 496, 596, 696, Latin American Studies 580, Psychology 796, 886, or General Studies may do so subject to the following conditions and procedures:

1. Launch proposal in Modern Campus Curriculum using the Special Topics form.
2. Curriculum Services reviews the proposal for proper formatting and completeness.
3. Proposal is approved by Department, college committees and Dean/designee.
4. Proposal reviewed by Graduate Topics Committee (500-level and 696 courses only).

Please note special conditions for approval of special topics and general studies classes:

- A syllabus is required (per university curriculum committees and Graduate Council, February 4, 2016).

- Such courses may be offered no more than four semesters with the same title and content. (However, if a proposal has been submitted to the college or university curricular committees to create a permanent course, departments will be granted an extension beyond the four semesters to allow time for processing of the request for inclusion in the catalog.)

- No more than nine units of 296, 496, 596 courses shall be applicable toward a bachelor's degree.

- Such courses may be applicable toward preparation for the major only with the approval of the department chair.

- No more than six units of 696 courses shall be applicable toward a master's degree.

- Only those proposals submitted to Curriculum Services in time for inclusion in the Class Schedule will be approved.

- Specified courses may be offered on a credit/no credit basis if the requests to offer these courses for Cr/ NC is indicated on proposal and approved and separate sections of the same course do not have different grading systems.

5. Proposals approved by the College Dean (or designee) will be sent simultaneously to the Senate Executive Committee, Graduate Curriculum Committee, and Graduate Council as a notification.

6. Unless objections arise, curriculum proposals will then be included in the Senate report as an information item.

7. The proposal is sent to Enrollment Services for inclusion in the Class Schedule.

Because Special Topics classes do not appear in the University catalog, the deadlines for submission differ than those for permanent classes. Courses to be taught in a fall semester must be approved by the relevant university committee by January of the that year. Courses taught in the spring semester must be approved by the relevant university committee by June of the prior year.

7. Special designations (General Education, Cultural Diversity, Graduation Writing Requirement, Service Learning, Global Learning, Community Engagement, Ethnic Studies, and American Institutions): In addition to the University's general education

program, the university has also approved special designations for courses that serve as either graduation requirements or satisfy specific learning outcomes. Each of the designations is reviewed by a specific committee whose job is to evaluate the course against the student learning outcomes proposed for each designation. Please note that a course can be approved EVEN if the requested special designation is not approved. Approving committees for designations do not evaluate the intrinsic value of the course itself or the course's fit into the program or college's curriculum, but rather only evaluate the course's fit with the student learning outcomes related to the special designation.

Special designations apply only to undergraduate classes. Special designations can be requested when a course is initially proposed OR as a course modification later using the appropriate forms. Generally, each proposal will undergo the same basic procedure for approval. The specific learning objectives and special considerations for each type of designation can be found in the following sections of this curriculum guide:

General Education
Cultural Diversity
Graduation Writing Requirement (W or DW)
Service Learning
Global Learning
Community Engagement
Ethnic Studies
American Institutions

Courses can receive special designations by following the special procedures (for undergraduate classes only):

1. Course is newly entered or course modification form specifying requested designation is entered into Modern Campus Curriculum and launched.
2. Curriculum Services reviews course for proper formatting and completeness.
3. Proposal is approved by Department, college committees and Dean/designee.
4. Once out of the College, the course is sent to the General Education and Graduation Requirements Committee. If the proposal is strictly for GE or Cultural Diversity, the General Education and Graduation Requirement committee will review the proposal.
5. If the proposal is for Service Learning, Community Engagement, Writing, American Institutions, Ethnic Studies, or Global Learning – the General Education committee will

forward the proposal to the appropriate sub-committee for evaluation using the student learning outcomes of each designation. The GE committee will receive the subcommittee's recommendation and forward the proposal to the Undergraduate Curriculum Committee.

6. If the proposal is for a new class, the proposal must be approved by the Undergraduate Curriculum Committee. The Undergraduate Curriculum Committee can approve new classes that are not approved for a special designation.

7. If the proposal only involves a request for a new designation to an existing course, the Undergraduate Curriculum Committee will not evaluate the proposal but will include it as an information item in its Senate report.

8. If the proposal includes course modifications in addition to the request for a special designation, the Undergraduate Curriculum Committee must vet and approve those modifications.

9. Once approved by the Undergraduate Curriculum Committee, course modification proposals are sent to the Senate, Academic Dean's Council, Undergraduate Council, Academic Affairs Associate Vice Presidents, and Associated Students as information items. New Course proposals are sent to the Senate as an action item and to the Academic Dean's Council, Undergraduate Council, Academic Affairs Associate Vice Presidents, and Associated Students as information items.

10. The proposal is prepared by Curriculum Services for inclusion in the University Catalog.

8. Cross Listing Classes (Policy adopted by the Senate, April 6, 2010)

Cross-listed courses are defined as courses that are offered by two or more academic units, have identical course elements (title, description, units, mode of instruction; prerequisites and number, unless one of the academic units has already used that number for another course then the next closest number should be used) except the course prefix which reflects the academic department or program; are interchangeable for degree requirements; cannot be repeated for degree credit under separate prefixes; may be scheduled with the same instructor, room, and meeting pattern; may be scheduled with all, some, or one of the course prefixes.

1. If the course has never been taught, approval for a new cross-listed course shall follow the campus curriculum guidelines associated with a new course proposal. Additional department(s) wanting to cross-list the course must send a memo with approval signatures from each department/college requesting the cross-listing. Attach each

department/college cover page with approval signatures to your on-line proposal using the Attach Files menu option in Modern Campus Curriculum.

2. If a course has been taught, departments offering the class must initiate a course modification in Modern Campus Curriculum and attach a memo with approval signatures from each department/college requesting the cross-listing. Memos can be attached using the Attach Files menu option in Modern Campus Curriculum.

- Cross-listed course shall have the same title, number unless one of the academic units has already used that number for another course, prerequisites, description, unit value, and grading method in its description as listed in every unit.

- Catalog and course schedule listings shall indicate that the course is cross-listed. Materials presented to students, such as syllabi and course descriptions, shall also indicate that the course is cross-listed.

- The academic units shall agree that students may take the course under any of its listings to fulfill an academic unit's requirements.

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

3. Cross-listing of a course can be ended with signatures by any participating department chair and college dean using the course modification process.

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

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

9. Reinstatement of Deleted Courses: Courses that are deleted either because they had not been offered in a timely manner or because of programmatic choices can be reinstated within three years following the deletion using the procedures below. Reinstated courses must have the

same course number, title, credit units, prerequisite(s), and bulletin description as the deleted class. Request to reinstate classes must follow the following procedures:

A: Reinstatement of Deleted Undergraduate Courses

1. The academic department or program will forward to the dean of the college a completed course reinstatement form in Modern Campus Curriculum.
2. If the college dean concurs with the department request, the form will be sent to Curriculum Services for inclusion in the university catalog. However, a reinstated course may be included in the Class Schedule and taught prior to the publication of the SDSU University Catalog.
3. Failure of the department or program to teach the reinstated course within three semesters of the submission of the course reinstatement form will result in a second deletion of the course from the curriculum. Courses deleted in this way can be returned to the curriculum only by going through the same process as required for new courses.

B. Reinstatement of Deleted Graduate Courses

1. The academic department or program will forward to the dean of the college a completed course reinstatement form in Modern Campus Curriculum.
2. If the college dean concurs with the department request, the form will be sent to the Dean Graduate Studies.
3. If the Dean Graduate Studies approves the request, the proposal is prepared by Curriculum Services for inclusion in the University Catalog. However, a reinstated course may be included in the Class Schedule and taught prior to the publication of the SDSU University Catalog.
4. Failure of the department or program to teach the reinstated course within three semesters of the submission of the course reinstatement form will result in a second deletion of the course from the curriculum. Courses deleted in this way can be returned to the curriculum only by going through the same process as required for new courses.

Considerations for Approval of Curriculum Proposals

Launching a new class, program, or making modification to existing courses or programs can be a significant amount of work and is complicated by the need for certain information that may not be a part of a faculty's members common knowledge base. The information below is intended to

help define the various elements of curriculum. Curriculum Services is available at any point in the process to provide support.

Please note that for any type of modification, only the item being modified should be reviewed by committees. If the department wants to change the name of a class – that is the only item under consideration and under review. Committees should not reject the proposals or request edits to the course description, for instance, if that is not the reason for the modification. ONLY those elements which have been modified should be evaluated.

1. Considerations for Originators

A. Syllabus: For the purposes of curriculum approval, a draft syllabus is required to provide reviewers with a broad understanding of the nature and scope of the proposed course. Although a draft, the syllabus should be clearly designed and consistent with the requirements within the University Policy file. *Any suggestions, concerns, etc. about the draft syllabus are encouraged and welcomed, but shall not serve as a criterion for withholding approval of the proposed course.* While proposers should carefully consider and address any syllabus-related suggestions prior to implementation of the approved course, they do not need to do so immediately to obtain approval. Rather, all syllabus requirements as established in the University Policy File will need to be met for implementation of any course. It is the responsible of the department Chair to ensure that course syllabi conform to university standards.

Senate Policy (Policy adopted by the Senate, April 27, 2004; Revised April 8, 2014) on syllabi requires that all course syllabi include a description of expected student learning outcomes and that departments retain and make accessible the most recent versions of course syllabi. The syllabus for each course shall describe the course's purpose and design, scope, student learning outcomes, required materials, schedule, grading policies, instructor office hours and contact information and any mandatory syllabus language as prescribed by the Senate. A detailed description of course syllabi production can be found in the Course Syllabi section of this guide.

B. Degree Learning Outcomes: For proposals for new classes, originators will need to consider which of the program Degree Learning Outcomes (DLO) the course supports and how the DLO will be assessed in the class. All courses should support the program as a whole and thus reviewers should think carefully before approving new courses that do not support the program objectives.

C. 500 level classes: For proposals for new 500 level undergraduate classes open to graduate students – either permanent classes or special studies courses – must specify any additional requirements for graduate students. It is expected that more will be required of graduate students and therefore, if grading standards and weights for assignments are identical for graduate and undergraduate students, it is up to the originator to make a compelling case for the lack of differentiation.

D. Grading Options: Apart from allowing students to take a class for a grade, originators can also allow credit/no credit and reporting in progress.

E. Course Classification System (CS codes): In accordance with the Chancellor's Office guidelines affecting faculty staffing, each course offered at the university is assigned a classification code known as the C/S classification. A course is designated C1–C21 or S23, S24, S25, S36, or S48 to describe the mode of instruction (e.g., lecture, laboratory, activity, seminar), the approximate number of students to be enrolled and the workload credit (weighted teaching units) to be assigned to the instructor responsible for the course.

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

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

Each new class must be assigned a CS code. CS codes can also be modified for existing classes if the structure of the class changes. These codes can be difficult to determine so please feel free to reach out to Curriculum Services for assistance.

F. Course Credit Unit value: Course Credit Unit values help determine faculty workload. In order for Curriculum Services to help you determine both the CS codes and the Course Credit Unit values, originators of new classes (and those choosing to modify these elements of existing courses) will need to be able to describe how the course units will be distributed per activity. For instance, you may be proposing a five-unit class that involves class lecture, discussion, and lab work. When proposing the class, you will need to describe how the five units are to be distributed among those three activities. Thus, when proposing this five unit course in Modern Campus Curriculum, the course could be described as 3 units Lecture, 1 unit Discussion, and 1 unit Lab. This description will help Curriculum Services determine both the CS code for the class as well as the Course Credit Unit value.

G. Course prerequisites: Course prerequisites can be added to new classes or modified for existing classes. If a course will have prerequisite(s) requirements, this information needs to be included in the course catalog. No prerequisite that is not formally listed in the course catalog can be enforced. Common examples of prerequisites and recommended syntax can be found later in this guide.

H. Special designations classes (General Education, Cultural Diversity, Graduation Writing Requirement, Service Learning, Ethnic Studies, Global Learning, Community Engagement, and American Institutions): Proposals attempting to add one or more of these designations will need to explain in the proposal how the course meets the learning objectives of each designation. Please go to Section 4 of this curriculum guide to find learning objectives and special considerations for each designation.

I. Course Modifications Justifications: For all course modifications, it is imperative that originators include a detailed justification for the changes. Elements of a course that are not being modified will NOT be evaluated by the university-wide curriculum committees. The submission of a course modification is not free license to require other changes that university-wide committees may find objectionable. A course modification's evaluation should only be related to those areas that are being modified.

J. Minor Modifications: Undergraduate courses with minor modifications will be reviewed by the AVP – CAA to ensure that the modifications are indeed minor. If the AVP CAA determines that a modification is not minor, an objection will be lodged, and the proposal will undergo a more thorough review. To avoid unnecessary delay, Deans and Deans' designee(s) should ensure that modifications are minor before approving proposals.

2. Guidelines for Reviewing Committees: Each committee reviewing proposals has a different focus. By ensuring proposals are broadly reviewed as necessary, and each committee appropriately reviews its elements, approved curriculum proposals should be thoroughly vetted and determined appropriate for inclusion into the SDSU curriculum.

A. College level reviews:

1. Department curriculum committee and department Chair: Primary responsible for evaluating course content belongs to subject matter experts in the department. The department curriculum committee is uniquely situated to determine if a new course or course modifications are appropriate and add value to the degree or program. The department should also ensure that the proposal and syllabi (as appropriate) are clear and well-constructed, that all the required university language is included, and that the grading standards and assignments are appropriate. Departments should ensure, for instance:

- Does the course title accurately and concisely reflect the course description?
- Is the course description clear and less than or equal to 40 words?
- Are the number of units appropriate to the course content and mode of instruction?

- Do the course objectives address the stated need for the course?
- Do the course objectives reflect the level of the course, as indicated by the proposed course number?
- Do the required prerequisites logically relate to the proposed course? What purpose do they serve?
- Do the suggested texts validate the proposed level of the course? Relate to the course content?

2. College curriculum committee and Dean: The college curriculum committee should ensure that the proposal is well written and clear, the modifications precise, and that the justification for the new curriculum or changes to existing curriculum are explicit. The College should ensure that the proposal does not duplicate existing offering(s) in the catalog, that the impact on other departments is considered (for instance, if the course uses prerequisites from other departments, those departments should be aware and ready to offer the necessary seats), and that the proposal meets the mission of the college. The college curriculum committee should further ensure that the proposal is understandable to others outside the field and is student friendly. For modifications, colleges and deans should determine if modifications are minor or substantial. Dean's signatures of new programs and new classes signal to university committees that the program or course is supported by the College and that the college is ready to provide the necessary resources for these new offerings.

- Do the required prerequisites involve other units within the college and have those units been consulted?
- Does it duplicate any existing curriculum presently in the catalog?
- Does the course warrant academic credit?
- Does the need for the course/program seem sufficient given resources required?
- Does the course content support the mission of the university?
- Does the course title or description suggest overlap with another college that may not be warranted?
- Are the number of units appropriate to the course content and mode of instruction?
- Do the program units fit within the 120 maximum for a BA degree?
- Is the program compliant with EO 1071?
- For new programs, are graduation requirements properly included to ensure there are no hidden units?

When reviewing topics courses, the college curricular review committee should pay particular attention to the following:

- a. Is the level of course appropriate, i.e., lower division, upper division acceptable for graduate credit?
- b. Are appropriate prerequisites listed?
- c. Is the course description clear and brief?
- d. Is the mode of instruction appropriate, i.e., breakdown into lecture, lab, activity?
- e. Is the grading method appropriate?
- f. For short-term courses, will students have adequate time for out-of-class preparation and study, i.e., is time frame for the course appropriate?

B. University Level Review

1. Academic Planning and Policy: The primary function of the Academic Planning and Policy committee for new programs is to ensure that the programs under consideration are consistent with the university's mission, that they reflect work force needs, and that the programs do not violate the California Master Plan. As the Senate notes, APP deals with "issues of academic philosophy, standards, and conduct as well as the appropriateness of present and proposed programs, degrees, majors, options, and concentrations." Specifically, APP should consider, for instance:

- Is the degree in question appropriate for a CSU?
- Does the degree meet the workforce needs – is it well justified?
- Is the degree consistent with SDSU's commitment to Diversity, Equity, and Inclusion?
- Does the degree meet the educational standards of the university?

2. University Resource and Planning: The University Resource and Planning committee should be focused only on determining if the resources for the new program exist and the expenditures are consistent with SDSU's strategic goals.

- Does the proposal adequately provide detailed information on the need for resources and the source of those resources?
- Are unusual resources required? Are they available?
- Did the Dean indicate that additional resources will be needed to offer the programming? Does this seem realistic?

3. Undergraduate and Graduate curriculum committees: The Undergraduate (Policy adopted by the Senate, May 8, 1979 and revised May 17, 1994) and Graduate Curriculum Committees shall be responsible for the review of undergraduate and graduate curricula respectively to include additions, deletions, and changes in curricula, giving special consideration to those items which are of an interdepartmental and/or university- wide interest. Modification to existing courses or programs shall be forwarded to the Senate as information items. Proposals for new programs and deletion of programs approved by the undergraduate and graduate curriculum committees shall be forwarded to the Senate as action items. Both the undergraduate and graduate curriculum committees should consider for example:

- Does the staffing formula seem appropriate?
- Is the mode of instruction congruent with the course objectives (i.e., lectures, activity, laboratory)?
- Does the course outline support the course objectives and the course description?
- Does the grading weight, class activities, etc., indicate a degree of rigor appropriate to the course level?
- The decision to include attendance and/or participation as part of the grading criteria for a class is the prerogative of the instructor. When included, this policy must be explicitly stated in the syllabus and provided to the students during the first week of classes. Class attendance is not by itself a sufficient condition for determining course grades. Any percentage of the course grade awarded for class attendance and participation should be consistent with the methods used to achieve the specific course learning objectives.
- Because both undergraduate and graduate curriculum committees provide university-wide overview, they are to give special consideration to those items which are of an interdepartmental and/or university-wide interest. While the committees should consider overlap, overlap of material is not always replication. Rather, Interdisciplinarity is valuable and often results in a degree of overlap between courses. Different approaches to the same topic or subject matter expose students to multiple paths to knowledge and understanding. The distinction between courses with some degree of overlap should be evident in the course learning outcomes, activities, and assessments. If the distinction is not evident in the course learning outcomes, activities, and assessments, these

committees might rightfully express concern over the degree of overlap with existing offerings.

-Both committees should recognize that no department or school has exclusive ownership of any particular topics, themes, disciplines, approaches, methods, or areas of knowledge. A department or school proposing a course with content that extends significantly beyond its faculty's general concentration of expertise should demonstrate sufficient expertise to offer that course.

-For the undergraduate and graduate curriculum committees, curriculum decisions should be based on intellectual and educational rationales only. Decisions by review committees about new course proposals should be based strictly on intellectual and educational reasons in the context of a coherent curriculum and not on enrollment or budgetary concerns. Enrollment and budgetary needs are evaluated elsewhere in the review process (the Dean, Provost, URP).

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

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

-Any individual, department, Dean, or college curriculum committee may request the Undergraduate or Graduate Curriculum Committee review any decision on any curriculum proposal. The committee may agree to review the matter and inform all interested parties of the decision to review and of the date set for the review, or the committee may decide not to review and promptly inform the appellant of its decision.

4. Special committees (General Education, Cultural Diversity, Graduation Writing Requirement, Service Learning, Global Learning, Community Engagement, Ethnic Studies, and American Institutions): In general, these committees should only be concerned with if the proposal in question meets the learning goals and objectives of the special designation. The goals and objectives of each of these areas can be found in Section 4 of this curriculum guide.

All committees should be aware that General Education Curriculum and other Graduation Requirements or Special Designations are not the purview of any particular department or school. SDSU encourages collegiality and cooperation between and across departments and schools in the continued development of the curriculum in service to student learning. Cross-disciplinary conversation and collaboration in the development of new courses can yield innovative approaches in education and should be incentivized.

3. Offering of Courses Rejected by the Curriculum Committee

A. Undergraduate (Policy adopted by the Senate, April 1977)

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

B. Graduate

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

Curricular Procedures for Imperial Valley and Global Campus

1. Imperial Valley: There are two types of proposals for degree programs that are typical for the Imperial Valley Campus – degrees that are replicas of those offered on the Mesa campus and those that differ from offerings on the Mesa campus. Curriculum processes for each type of degree differ.

A. Programs that replicate those offered on Mesa campus (“mirrored” programs)

Mirrored programs on the Imperial Valley campus follow an expedited review process. Because IV is considered a branch campus, programming there does not require WSCUC or CO approval, although both must be notified of changes. Thus, the process is mainly for campus approvals.

1. Program is entered into Modern Campus Curriculum using the new program form, marked mirrored program and launched.
2. Curriculum Services reviews for proper formatting and completeness.
3. Proposal is approved by Department, college committees and Dean/designee on both the Mesa Campus and the IV campus.

4. Once approved by the colleges and campus deans, the proposal is sent to the President or designee for approval. Upon approval, the proposal is sent to the Senate as an information item.
5. The proposal is prepared by Curriculum Services for inclusion in the University Catalog.
6. If the IV mirrored program requires small modifications, with consultative approval of the relevant academic departments and the chairs of the Undergraduate Curriculum Committee and the Graduate Council of the San Diego campus, SDSU-IV may make very minor course substitutions in approved programs to fit local needs and faculty availability.

B. New degree programs not offered on the Mesa Campus: Curricular proposals for new courses, new minors, new emphases, topics courses, and changes in courses, programs, and degrees offered at SDSU Imperial Valley (SDSU-IV) may be initiated either by SDSU-IV or by academic departments of the San Diego campus; however, in either case such initiations shall be approved both by SDSU-IV and by the relevant San Diego campus department and college before university review and approval.

Upon obtaining agreement between the Mesa campus and the IV campus, the process for new programming is exactly the same as on the Mesa campus.

(NOTE: 500-level courses offered at SDSU-IV are acceptable for a graduate degree only with prior approval of the graduate adviser.)

2. Global Campus: There are two types of proposals for degree programs that are typical for Global Campus – degrees that are replicas of those offered on the Mesa campus and those that differ from offerings on the Mesa campus. Curriculum processes for each type of degree differ.

A. Programs that replicate those offered on Mesa campus (“mirrored” programs)

Mirrored programs on Global campus follow an internal expedited review process. However, unlike IV, because the funding source of Global Campus offerings differs from Mesa funding, both WSCUC and CO approval are necessary for new Global Campus degree offerings.

1. Program originators fill out the New Undergraduate or Graduate Program form in Modern Campus Curriculum. AVP-CAA submits “subchange screening form” to WSCUC.
2. Curriculum Services reviews program for proper formatting and completeness.
3. Proposal is approved by Department, college committees and Dean/designee.
4. Once out of the College, the proposal is sent concurrently to the University Academic Policy and Planning (AP&P) and University Resources and Planning (UR&P) committees for approval.
5. Once approved by both AP&P and UR&P, the proposal is sent to the Senate as an action item.
6. If approved by Senate, the proposal is prepared by Curriculum Services to be submitted to the CSU Chancellor’s office for approval.
7. After receiving Chancellor’s office approval, the program is submitted to CalState apply for inclusion in the next recruitment cycle. New programs can be offered to continuing students once approved by the CO but can only be made available to new students after the program appears in CalState apply.

B. New degree programs not offered on the Mesa Campus: Curricular proposals for new courses, new minors, new emphases, topics courses, and changes in courses, programs, and degrees offered at SDSU Global Campus may be initiated either by Global Campus or by academic departments of the San Diego Mesa campus; however, in either case such initiations shall be approved both by Global Campus and by the relevant San Diego campus department and college before university review and approval.

Upon obtaining agreement between the Mesa campus and the Global campus, the process for new programming is the same as on the Mesa campus.

Section 2: Course Syllabi and Student Learning Outcomes

Institutional Functions of the Syllabus

San Diego State University currently maintains no compendium of course descriptions beyond the 40-word (maximum) catalog description although, in recent years, it has begun to archive course proposals. This means that for most of our courses, the individual class syllabus is the only institutional record of the purpose or conduct of instruction. Syllabi thus constitute an important part of SDSU's institutional memory which is accessed by diverse entities, including:

- Discipline-specific accrediting agencies as well as WASC Senior College & University Commission (WSCUC);
- Curriculum committees at various levels that are attempting to understand how the course fits into the curriculum as a whole or how to articulate courses with other departments or institutions;
- Technicians at other institutions who need to determine what kind of credit to assign to transfer students;
- Other instructors who will teach the course, perhaps after a primary instructor of record has retired or moved away;
- Advisers who are attempting to match student needs and interests with available courses or to help students address recency requirements for degrees;
- Personnel committees that are evaluating an instructor's teaching effectiveness; and
- Students who want to make informed enrollment decisions.

The syllabus is an important social “contract” or agreement regarding expected student behavior, performance, and deportment. It is also, however, a statement by the professor informing students of what they can expect from the instructor. The syllabus governs faculty behavior as well and although university policy does not give syllabi the status of formal legal contracts, a course syllabus provides an excellent opportunity for instructors to clarify the obligations and responsibilities of all the members of the course “learning community.”

Teaching and Learning Functions of the Syllabus

Although many syllabi are the product of collegial collaboration and consultation, maintenance and development of an effective syllabus is probably the single most important responsibility of an individual instructor.

Why? Because, by university policy, a class syllabus describes the purpose and scope of the course, outlines expected learning outcomes, describes the structure and sequence of activities and assignments, and explains grading policies. Thus, a syllabus reflects the organizing framework for most other course materials and learning resources.

Many instructors underestimate the powerful payoffs of a thoughtful and well-organized syllabus, which include:

- More motivated students who are able to focus on expected student learning outcomes, required assignments, and grading standards because these are clearly explained—and more students who understand the overall purpose of the course and who “get” how individual assignments and activities are part of the “big picture.”
- More organized and thoughtful students who can build on the syllabus document by adding their own notes and comments. Providing important instructions only as verbal announcements increases the likelihood they will be misunderstood, remain buried in lecture notes, or be missed entirely by students who come late or miss a class.
- More students who plan ahead in preparing deliverables and meeting deadlines. Most SDSU students work and/or commute to campus and appreciate clear scheduling of dates for major deliverables and exams. But there are other reasons for emphasizing the scheduling functions of syllabi: Psychologists now understand that the brains of young adults continue to develop into their mid-twenties and among the last cognitive functions to mature are those concerned with planning and predicting consequences. Well-organized syllabi help students to plan ahead as they work on projects and other major assignments by suggesting intermediate milestones and recommended study plans. Although some instructors feel such planning should be left to students, reviews of explicit timelines can serve as scaffolding for maturation of student planning capacities.
- Reduced instructor workload concerned with ad hoc clarifications and explanations of confusing expectations ranging from classroom etiquette, to access to learning resources, to due dates and exam content, to policies on contacting the instructor. Time savings to students and instructors from clear and well-organized syllabi are likely to increase as a function of class size. It only takes a few misunderstandings with a large number of students to cancel out any time saved by a cursory syllabus.
- Reduced “hassles” and disputes resulting from incomplete information about due dates and grading methods and policies. The Office of the University Ombudsman has identified poor syllabi as the single most important cause of student grievances.

Syllabi as Living Documents

Students are often frustrated and confused by ad hoc changes in course scheduling and requirements. Indeed, University policy forbids major departures from a class syllabus, once it has been issued, except for compelling reasons. Yet, viewed across semesters, syllabi can be seen as “living documents” (to be revised repeatedly over many offerings of a course and benefiting over time from incremental improvements and iterative design). It is often difficult for instructors to develop a mature and robust syllabus without experimentation and some trial-and-error; it may take several iterations of a course to sort through the best ways to implement requirements and recommendations summarized on the following pages. Outstanding syllabi often evolve from humble beginnings as cursory documents.

For these reasons, instructors may find it useful to treat their own copy of the syllabus as a framework (or notebook) for capturing data about problems and opportunities as the semester unfolds. Evidence of student confusion, options for improved organization and mechanics, and possibilities for enhanced teaching and learning strategies can be noted and recorded for future, improved versions.

Information to be included in the syllabi: Since students may acquire a syllabus through a variety of means or be unable to attend the first class session, include the essential information students need to locate and enroll in the course and class section. The Office of Faculty Advancement and Student Success provides more guidance on required syllabi language. All syllabi on campus should follow the university regulations and include, at minimum, the following:

1. Course number and title.
2. Semester and year.
3. Meeting dates, times, and places.
4. Schedule number unless suppressed in the official schedule of classes.
5. Special information on prerequisites, enrollment, and crashing policies.
6. Public description of the course: University policy requires that a syllabus describe a course’s purpose and scope. Include the standard catalog description of the course syllabi as well as an amplified description reflecting the way the particular course offering is “operationalized.” Syllabi may be used routinely to determine course equivalency in transfer situations, to resolve grievance cases, and for other purposes involving administration and advisement. It is thus essential that the description of classes in the official course catalog is consistent with the syllabi and that the scope and purpose of a course are clearly defined.

7. Contact with instructor(s): Policies and procedures for contacting instructors vary widely. At a minimum, university policy requires that faculty “shall hold regular office hours and shall post a schedule for those hours.” Syllabi must include an instructor’s basic contact information but should also include multiple points of contact (e.g., available by phone, in person, by email), variety of office hours convenient to students, and rules and/or policies regarding contact (when and about what students may contact the instructor via phone, email, etc.).

8. Student Learning Outcome Statements: University policies require that syllabi describe expected student learning outcomes. Almost all accrediting bodies now consider student learning outcomes and how they are assessed to be major issues in periodic reviews of institutional effectiveness. Accreditation standards have also shifted to emphasize the importance of outcomes that reflect the ability of students to actively analyze, synthesize, or evaluate rather than simply recall or comprehend information (i.e., more focus on broad competencies of transformation and less on storage and recall of topical content). Most courses have between 5-10 student learning outcome statements for the course as a whole that are consistent with the purpose and scope of the course. The expected learning outcomes should be stated as observable/measurable capabilities, capacities, or performance. Student learning outcome statements should also be consistent with grading policies and procedures.

It is recommended that outcomes emphasize dynamic student capabilities rather than mere recall or comprehension of content topics. They often employ “active verbs” to describe how students will demonstrate their capacities (analyze, assess, compare, create, critique, depict, elucidate, implement, predict, solve). Supplementary or more detailed learning outcomes are used to clarify the purpose or intent of specific assignments or activities.

For more on how to formulate and write student learning outcome statements, see Student Learning Outcomes in this guide.

9. Course activity sequences: A carefully designed and written description of course activities and assignments will help students stay on track and avoid confusion. Instructors often find that building in a few “buffer” sessions (not necessarily labeled as such) allows them to adjust in activities or assignments without the confusion attendant in re-issuing a course schedule. The syllabi must include due dates for major assignments and exams and method for submitting assignments and should include an agenda for each class period, including topics and activities.

10. Assessment and grading: No other aspect of syllabus content results in more confusion and disputes than grading. Lack of clarity about the nature and scope of exams

often leads to misunderstandings as well. No exam can assess every possible topic or problem so that it is widely understood by students and instructors alike that exams will in some way sample the domain of the course.

However, such sampling should not reduce expectations about exams to mere guessing games that disempower students and can lead to fatalism and learned helplessness. Assist students to prepare for exams by reviewing student learning outcomes statements and by providing example and/or practice items consistent with both the outcomes statements and the actual exam items.

One of the most important strategies for developing well-rounded students and for accommodating diverse students' experiences and abilities is to vary assignments and assessment methods. Overuse of any one particular modality or measure of competence—such as formal exams or academic papers—may deny students the opportunity to demonstrate their competencies in other ways. Syllabi must note grading methods, standards, logistics, timelines, method of submission, and amount of assessment/grading appropriate to scope/purpose of course.

Well-constructed syllabi might also include:

- a. Explicit criteria for grading student work products issued early enough for students to use them as guidelines for preparation or study.
- b. Assignments varied in scope and emphasis (e.g., size and grade-weighting).
- c. Diverse modalities of assessment (e.g., journal, outline, essay, report, charts, tables, photo/audio/video).
- d. Varied assessment/grading methods (e.g., timed test, take home exam, oral performance, essay, multiple-choice).
- e. Methods used in major assessments such as exams are consistent with previous opportunities for practice and feedback.

11. Overview of venues, environments, and media to be employed: Student expectations regarding venues for course communications and activity are rapidly shifting towards a nearly universal assumption that basic course information and materials will be available online, particularly for larger courses. SDSU automatically creates a course site through its learning management system for every course and populates it with student enrollment data, although it does not require that such sites be activated by the instructor. For more

information about SDSU's current learning management system, visit the Instructional Technology Services website.

Faculty should check with your department administrative coordinator regarding requirements and options for notifying students in footnotes of the official schedule of classes regarding special scheduling or equipment requirements. Syllabi must provide a description of where and how materials, resources and environments provided by the university to students can be accessed/obtained.

12. Materials and resources to be obtained by students: Syllabi should identify specialized equipment and tools required of students as well as conventional print materials. Aztec Shops offers extensive services to assist faculty to order textbooks and customized materials.

Faculty should check with your department administrative coordinator regarding requirements and options for notifying students in footnotes of the schedule of classes regarding special scheduling requirements.

13. General appearance, readability, and usability of syllabus (additional criteria apply to websites): The appearance and organization of a syllabus may influence student perceptions of the organization of the course's content and activities—and the organization and competence of the instructor as well.

Additional Recommended Syllabus Content

1. Rationale for sequence of topics and assignments: Students often ask (or think about asking) for more guidance in understanding how class assignments and activities fit into larger themes related to the course's scope and purpose. Consider including in the syllabus flags and pointers that remind students of the connections between individual activities and larger themes and goals of the course. Then review and expand upon these at appropriate times during the semester.

2. Overview explains how topics and assignments fit into the learning arc of the semester.

3. Elements of the overview are linked to or related to projects and assignments.

4. Specific activities and assignments are linked to or related to major course learning outcomes.

5. Support for general academic development and skills training: Consider using the syllabus as a device for orienting students to study strategies or patterns appropriate to the scope and purpose of the course.

Many younger students have learned in high school to expect that “homework” is primarily designed to “follow-up” on themes introduced during a class session whereas college courses often benefit from homework preparatory to class sessions.

6. Strategies for study, preparation, and engagement.

7. Time management skills.

8. Pointers to workshops or special training for skill, development related to course.

9. Implicit development of general academic skills not identified in student learning outcome statements.

10. Accommodations for students with disabilities: University policy requires that faculty cooperate with the Student Ability Success Center in providing authorized accommodations for eligible students. Syllabi must include language that encourages eligible students to identify themselves to the instructor. For more information, visit the Student Ability Success Center (SASC) page.

Instructors should additionally include an explicit statement indicating respect for and willingness to accommodate disabilities and protect student’s confidentiality regarding disability issues. Finally, instructors should indicate the appropriate means by which an eligible student can confer with the instructor on a confidential basis or in a private setting.

11. Orient students to engage with activities and assignments: Although abbreviated syllabi often stick to the essentials, an amplified syllabus can reinforce connections and meaning for students. Use the syllabus to indicate ways in which the course design builds on students’ prior knowledge and experience. Help students to understand the benefits of the new capabilities they will develop whether these benefits are psychic, or entirely practical.

12. Student privacy and intellectual property: Federal Law (FERPA) imposes important obligations on instructors to ensure the confidentiality of student grades and other evaluation of student work. For example, instructors may not distribute or post grades in a way that allows anyone other than the individual student to access them. In addition, university policy grants to students’ intellectual property rights to work products they create as part of a course unless they are formally notified otherwise. Therefore, syllabi should notify students of special provisions regarding use or distribution of their work.

Instructors must enact policies and procedures that assure privacy of student grades and

feedback on individual assignments or ensure that students have granted written waivers. Students must be notified at the time of an assignment if copies of students' work will be retained beyond the end of the semester and/or used as examples for future students or the wider public.

13. Policies regarding the use of Artificial Intelligence tools in assigned work. Recommended policy guidelines are included in the policy section of this guide.

Access to Syllabi: University policy requires that instructors provide students with access to the class syllabus at or before the first class meeting except when circumstances beyond the control of the instructor prevent this. All instructors must make available to their department the most recent version of each syllabus.

Departments must retain and make accessible the most recent version of each syllabus. Although no formal policy currently requires that syllabi be available electronically, departments, in meeting this requirement, may want to consider the benefits of making syllabi available online or as downloadable files. Although many syllabi are posted on course sites maintained by the university's learning management system, they are only accessible to enrolled students.

Ownership of Syllabus Content: SDSU's generous intellectual property policies grant ownership of syllabus content to instructors in most circumstances, providing the instructor can clearly establish authorship. However, SDSU requires that it retain for use by its employees and students a license to any syllabus authored by an SDSU employee and used as a syllabus for an SDSU course offering. This allows syllabi to perform their function as part of SDSU's institutional memory while not preventing instructors from using the syllabus at other institutions or in other settings. Instructors who have developed content beyond the basic content required by university policy for all syllabi and who want to protect that content from the licensing requirement should distribute it to students in another document such as a reader, workbook, or handbook.

Student Learning Outcomes

Nearly every accrediting agency in the United States now expects colleges and universities to use student learning outcome statements to clarify the educational purpose of programs and courses and to provide a basis for assessment and improvement. The ability of SDSU faculty and administrators to use learning outcome statements as a basis for planning instruction, measuring results, and devising improvement strategies will be critical to future accreditation success and resource allocations. More importantly, the use and assessment of student learning will provide instructors opportunities to engage in continuous improvement of their courses and of the university's degree programs to the benefit of our students.

SDSU policy requires that all course syllabi and course proposals include statements of expected student learning outcomes.

Although policies do not dictate specific numbers of outcome statements, 5-10 outcomes, carefully aligned with the major course purposes and themes, are often enough to communicate essential expectations.

Student learning outcome statements succinctly describe student capacities – observable and measurable manifestations of knowledge, skills, and attitudes—attained as a result of some learning process or educational experience. The simplest format for outcome statements consists of an action verb and a noun phrase:

- Classify vertebrate specimens.
- Employ metaphors in rhetorical arguments.
- Explain convective effects.
- Predict returns on invested capital.
- Choose to participate in civic affairs.

Learning outcome statements express intentions for learning and describe how students can demonstrate what they have learned. In this sense, they describe some of the ways learning will empower or enable students. Thus, learning outcomes provide a foundation for communicating (and in some cases negotiating) with students about academic responsibilities.

At a collegial and programmatic level, learning outcome statements can help faculty and administrators understand and plan the structure of the curriculum, estimate student and instructor work loads, communicate with SDSU stakeholders, and market degree and certificate programs.

Learning outcomes seem strange to some faculty, perhaps because traditional approaches to academic learning often emphasize transmission of topical information (“covering the content”) with little regard for explicit student competencies. It is therefore unsurprising that, in their first attempts at writing outcomes, faculty often merely amend conventional topical expressions with very general verbs such as “know,” “understand,” “demonstrate knowledge,” and “appreciate.” These are essentially placeholders for more considered and precise action verbs.

Place holder verbs	More precise action verbs		
Know the policies.	Identify the policies	Analyze policies	Apply policies to new circumstances.
Understand the margin of error.	Define “margin of error.”	Predict the effect on the margin of error.	Compute the margin of error.
Demonstrate knowledge of catalysis.	Describe examples of catalysis.	Explicate catalytic effects.	Predict catalytic effects.
Appreciate mid-century 20th century jazz composition.	Analyze thematic development.	Recognize innovative technique.	Choose to attend jazz performances.

Syllabi often contain seeds of intention that can be developed into more concrete descriptions of expected learning outcomes.

Syllabus Excerpts	
Broad Statements of Abstract Intent	Possible Learning Outcome Statements
Students should have a thorough understanding of the statistical margin of error.	You should be able to describe and explain how the margin of error changes when standard deviation, population size, or confidence interval are altered.
We will explore the influence of traditional, modern, and postmodern perspectives on the role of religion in contemporary American spiritual life.	We will learn to compare and contrast the influence of traditional, modern, and post-modern perspectives on the role of religion in contemporary American spiritual life.

<p>Discussion of political issues will encourage open exchanges and tolerance of other views.</p>	<p>During discussions about politics, students will be able to listen to other speakers well enough to:</p> <ul style="list-style-type: none"> ● verbally summarize the other speakers' views; ● seek clarification from the original speaker; ● incorporate clarifications in a revised summary.
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There is no final answer regarding what it means to “know the content” other than clarification through discussion and negotiation. Yet many students benefit from clarity of expectations and find clear outcome statements to be a useful guide to preparation, study, and engagement.

Learning outcome statements serve as anchors for grading individual student performance as well as for measuring the overall effectiveness of courses and programs. As suggested in the diagram below, the underlying assumption in either case is that assessment instruments should be consistent with course or program learning outcome statements and learning activities and environments.

Examples of Consistency Between Outcomes and Assessments

Grading or Assessment Item		
Outcome Statement	Inconsistent	Consistent
Identify the formula for the standard deviation.	Calculate the standard deviation.	Mark the formula for the standard deviation
Predict effects of convection.	Define convection.	Use arrows to indicate air flow.
Critique pointillist compositions.	Match these impressionist paintings with the appropriate artist.	Outline the artist's presumed intentions and the likely effects on viewers of this painting.
Analyze environmental policy.	List the major causes of environmental degradation in the Coastal Redwood Forests.	Which of these is not a direct implication of the policy excerpt on mitigation?

Instructors can promote understanding of grading and assessment by reviewing learning outcome statements with students in conjunction with discussion of exams and assignments and by using

outcome statements as a basis for designing exam questions and rubrics for evaluating assignments. Consistency between learning outcome statements and grading methods/policies reduces confusion about grading which is, according to the Office of the University Ombudsman, the most frequent source of student complaints and grievances.

Aligning grading methods with learning outcome statements also provides a framework for diagnosing individual student learning problems by allowing instructors or programs to target specific competencies for improvement. Some departments maintain individual student records of outcomes attained to ensure that students meet minimum competency requirements.

Measuring the effectiveness of courses and academic programs involves many questions about learning outcomes that transcend mere summation of student grades. Does a course promote lifelong learning? Will a program meet professional standards or employer expectations? Does it prepare students for civic engagement or appreciation of diverse cultural expressions?

These questions clearly go beyond what can be measured within the boundaries of course requirements or grades, but that does not mean such questions cannot be measured periodically as a basis for improvement or adjustment of courses or academic programs. When the purpose of such assessment is primarily improvement of SDSU courses and programs, methods of data collection and analysis need not be as comprehensive or rigorous as might be required for generalizable research studies.

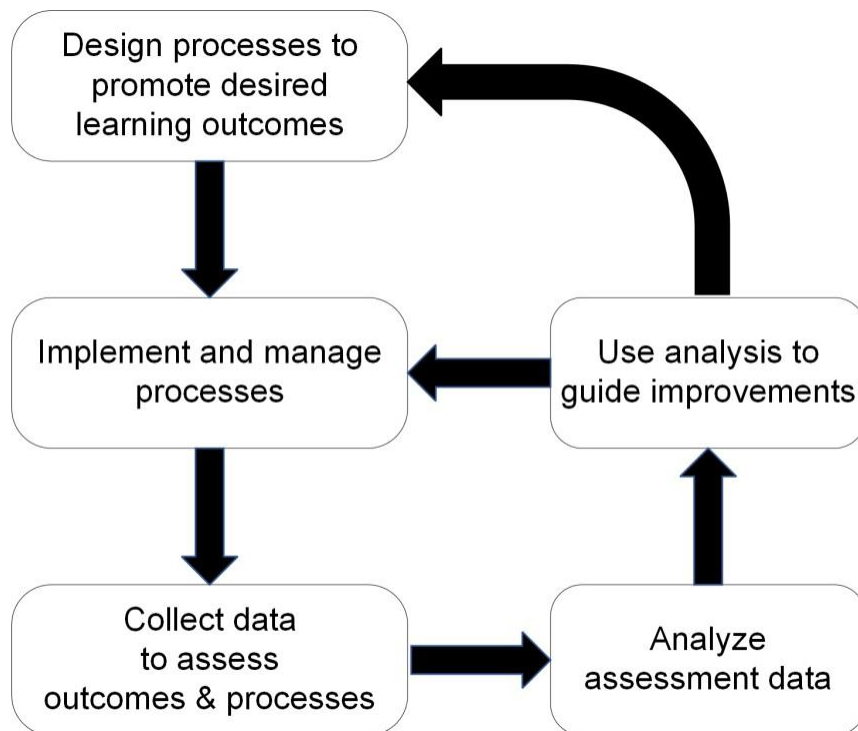
Using Outcome Statements to Guide Assessment

Outcome	Examples of Possible Assessment Strategies (occasional or periodic)
Promote lifelong learning.	Randomized survey of students following graduation to estimate the extent they continue to learn on their own through reading or self-study.
Meet performance standards in a profession or occupation.	Focus groups with selected employers. Student performance on standardized tests.

Engage in civic affairs and appreciate diverse cultural expressions.	Telephone interviews with students regarding volunteer community work, voting activity, participation in cultural events.
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SDSU has entered an era in which, more than ever, it must adjust educational programs and courses to changing realities: rapid expansion of human knowledge, changing demographics and cultural values, new global problems and opportunities, increased demands for cost-effectiveness and innovative technologies for learning and knowledge management.

Major accreditation standards and stakeholder expectations will increasingly challenge the university to employ systems of continuous assessment to replace older periodic or occasional data collection conducted primarily in response to pending academic reviews. Yet ultimately, as suggested by the diagram below, course and program assessment have little value unless faculty and program administrators employ assessment data to drive decisions about how to improve the effectiveness of teaching and learning.



Section 3: Certificate, Credential, and Single Subject Waiver Programs

(Guidelines for certificates based on Executive Order 806)

Introduction

San Diego State University offers two types of certificate programs:

- Academic certificate programs, and
- Professional certificate programs.

Academic certificate programs carry academic credit from SDSU and are offered at two levels: basic (undergraduate-level) and advanced (graduate-level).

Professional certificate programs do not carry academic credit from SDSU. However, some of these programs carry X-level professional development credit. Professional certificate programs are offered only through the SDSU Global Campus.

In addition, the university also offers cosponsored certificate programs, which may be either credit or non-credit bearing.

General Guidelines for All Certificate Programs

1. No certificates other than those described in this policy may be awarded at SDSU.
2. Self-supporting certificate programs, both basic and advanced, credit and non-credit, will be administered by the SDSU Global Campus.
3. Unless otherwise stated, academic certificate programs are available to matriculated and nonmatriculated students. Students seeking a certificate must apply for admission according to the guidelines set forth by the individual certificate program. Non degree seeking students who meet departmental guidelines may earn a certificate through Open University.
4. The policies listed here do not apply to SDSU Certificates of Appreciation, Recognition, etc. For information on these certificates, please contact SDSU ReproGraphic Services.

Academic Certificate Programs: As noted, Academic certificate programs carry academic credit from SDSU and are offered at two levels: basic (undergraduate-level) and advanced

(graduate-level). Certificates for undergraduate students are called Basic Certificates while certificates beyond a Bachelor's degree are called Advanced Certificates. Specifically:

1. Basic Certificate Programs: Basic certificate programs provide individuals whose educational objectives do not require a full degree program the opportunity to participate in university academic activities designed to meet specific educational needs. Basic certificate programs are under the jurisdiction of the Undergraduate Curriculum committee.

a. Specific Requirements for a Basic Certificate

-Basic certificate programs must include a minimum of 12 units of coursework.

- Basic certificate programs may include courses numbered 100 through 599. No 600- or 700-level courses may be included in basic certificate programs.

-A basic certificate program cannot substitute for an approved major, minor, or emphasis program.

-Courses taken for a major or minor may not be applied to a basic certificate program unless otherwise specified in the catalog.

-The grading option of credit/no credit is available for courses in basic certificate programs.

-The adviser or director of the program is responsible for verifying a student's satisfactory completion of the academic requirements established for the program and for forwarding a copy of the verification form to the Office of the Registrar. The Office of the Registrar records the completion of the program on the student's transcript and forwards the signed certificate to the director for distribution to the student.

2. Advanced Certificate Programs: An advanced certificate program offers post-baccalaureate students coursework leading to a specific applied goal. An advanced certificate program may be inter- or multidisciplinary and generally should have some professional application. It is the responsibility of the department offering an advanced certificate program to carefully evaluate the subjects to be studied and the job opportunities available to graduates to ensure that the program adequately addresses the

professional needs of students and the requirements of the professional discipline or area. Advanced certificate programs are under the jurisdiction of the Graduate Council.

a. Specific Requirements for an Advanced Certificate

- Advanced certificate programs must include a minimum of 12 units of coursework.
- Advanced certificate programs may only include courses numbered 500 through 799. At least half of the coursework must be at the 600 and 700 level.
- Coursework for an advanced certificate must not duplicate in content and level the student's prior educational experience.
- Clearly stated objectives must be included in the proposal.
- With the approval of the department, units may be applied to both an advanced certificate program and a graduate degree program.
- All coursework must be letter graded, except for courses that are offered only as credit/no credit.
- Students must maintain a minimum GPA of 3.0 in all advanced certificate coursework, with no less than the grade of "C" in any course. Only 3 units of coursework with a grade of "C" can count toward an advanced certificate. A maximum of 3 units of coursework may be repeated.
- The offering department should establish a minimum of one adviser for each advanced certificate program. In the case of interdepartmental certificate programs, each department involved must have a designated adviser.
- The adviser or director of the program is responsible for verifying a student's satisfactory completion of the academic requirements established for the program and for forwarding a completed copy of the verification form to Graduate Division. The Graduate Division records the completion of the program on the student's transcript and forwards the signed certificate to the director for distribution to the student.

-These guidelines constitute minimum standards for advanced certificate programs; departments may propose additional requirements for approval by the Graduate Council.

b. Admission: Admission to an advanced certificate program requires a bachelor's degree from an accredited institution, with a major in the appropriate field(s) of study, as well as a grade point average of at least 2.5 (where A=4) in the last 60 semester (90 quarter) units attempted. If the major is in a related field of study, the department offering the certificate may require the student, prior to admission, to take certain coursework with minimum specific standards of achievement to remove deficiencies. There is no conditional admission to advanced certificate programs. Departments offering advanced certificate programs may specify subject matter and/or coursework prerequisites for admission into the certificate program. Such prerequisites will be listed in the SDSU University Catalog. The candidate's record must demonstrate currency of bachelor-level major in terms of these prerequisite requirements. All portions found not to be current or relevant in terms of these requirements must be taken again (for a letter grade) or waived through examination (written or oral) prior to admission. Where appropriate, some form of portfolio presentation, performance audition, or other evidence of specific competence may be required for admission. Such criteria will also be listed in the SDSU University Catalog.

The process for proposing and reviewing academic certificate programs

1. Program originators should fill out the New Undergraduate or Graduate Program form in Modern Campus Curriculum.
2. Curriculum Services reviews program for proper formatting and completeness.
3. Proposal is approved by Department, college committees and Dean/designee.
4. Once out of the College, the proposal is sent concurrently to the University Academic Policy and Planning (AP&P) and University Resources and Planning (UR&P) committees for approval.
5. Once approved by both AP&P and UR&P, the proposal is sent to the Undergraduate (for new undergraduate programs) or Graduate (for new graduate programs) Curriculum committee (and Graduate Council for GCC).
6. If approved by the relevant curriculum committee, the proposal is sent to the Senate as an action item.

7. If approved by Senate, the program is approved for implementation for continuing students. New certificates, emphases, options, and concentrations, depending on who students are admitted, may need to be included in CalState Apply and would thus not be available to new students until included in CalState apply.

Please note that the Undergraduate Curriculum Committee and the Graduate Curriculum Committee review all proposals for the following:

- Is the program adequately justified and does it have the necessary resources (faculty, space, equipment, material, etc.)?
- Are the unit or units proposing to administer the program appropriate and has the proposal followed the established approval process?
- Does the proposal duplicate or overlap with existing certificate programs, majors, minors, concentrations, or emphases?
- Is there satisfactory evidence of coordination and consultation with all appropriate University units?
- Does the proposal contain clear and realistic objectives?

Professional Certificate Programs: Professional certificate programs do not carry academic credit from SDSU. However, some carry X-level professional development credit; these programs use course numbers X001 – X075. All professional certificate programs are administered by the SDSU Global Campus. For further information on these programs, contact the Dean of the SDSU Global Campus or Curriculum Services. SDSU Global Campus has jurisdiction over all professional certificate programs.

a. Specific Requirements

- Professional certificate programs that carry professional development credit must include a minimum of the equivalent of 12 units of coursework.
- The number of courses and contact hours required to earn a non-credit certificate is based on one or more of the following: a. Recommendation by industry professionals, b. Industry standards.
- SDSU Global Campus maintains the records of enrollment and completion for all participants in professional certificate programs.

-Upon petition and payment of fees by the student, the Dean of the SDSU Global Campus will verify that the student has completed all requirements for the certificate.

-Upon certification by the dean, the certificate will be awarded, and a notation will be made in the student's file.

Guidelines for Designing, Proposing, and Reviewing Professional Certificate Programs

The originator of a professional certificate program submits the following information to the Dean, SDSU Global Campus:

- a. Originator and title of the proposed program,
- b. Justification for and objectives of the program,
- c. Proposed clientele,
- d. Curriculum outline and course or program description,
- e. Administration and logistical support plan,
- f. Program budget,
- g. Instructional resources,
- h. Evaluation mechanism.

Proposals for professional certificate programs that carry professional development credit must have the approval of a participating department, the dean of the participating college, and the Dean of SDSU Global Campus.

Proposals for non-credit certificate programs must have the approval of the Dean of SDSU Global Campus.

Cosponsored Certificate Programs: Cosponsored certificate programs are programs cosponsored by the university and an outside agency or organization, such as a professional association, hospital, international agency, or company. Cosponsored certificate programs may either carry academic credit or not (see appropriate guidelines for academic or professional certificate programs above). The program director is responsible for obtaining these specially prepared certificates from the Office of University Advancement and, in the case of academic credit-bearing cosponsored certificate programs, for ensuring that the Office of the Registrar receives a verification form in order to record the completion of the program on a student's transcript. (See the Certificate Program Examples for example of the acceptable format for a cosponsored certificate.)

Other Certificates

Certificates may also be presented for participation in SDSU Global Campus courses, workshops, or seminars which have not formally been designated as certificate programs. Such certificates may be of two types:

- a. Certificate of Appreciation, Participation, or Recognition: used for an approved non-credit educational or training-related activity (such as a workshop or seminar) sponsored by the university).
- b. Certificate of Completion: used for self-support, non-credit for continuing education units and extension credit through SDSU Global Campus for certificate programs such as Contract Management, Human Resource Management, Construction Supervisory Management, etc.

Credentials

Proposals of Intent to Offer New Credentials: A letter of intent as well as any supporting documents required by the California Commission on Teacher Credentialing should be forwarded by the dean of the college concerned to the Provost for review. Once approved, the request will be sent over the President's signature to the Commission.

Proposals for implementation of new credential programs are to be processed by local screening committees as outlined in this section of this guide before being forwarded to the California Commission on Teacher Credentialing.

The proposal submitted for local review should follow the format outlined in the Procedures for Submitting Proposals section of this guide for new degree major programs. In addition, one copy of the document prepared for the commission should be forwarded to Curriculum Services for use by the university-wide curricular review committees.

Revision of Existing Credential Programs: Proposals to revise an existing credential program are to be submitted to Curriculum Services via Modern Campus Curriculum for university-wide processing. All local review must be completed before the proposal is submitted to the Commission for review. Once a revision to an existing credential has been approved by the local screening committees, it is the responsibility of the department initiating the proposal to forward the formal request plus a cover memo to the Provost for review and forwarding to the Commission.

Single Subject Waiver Programs

The policy and procedures for securing approval for single subject teaching credentials as outlined in Title 5, California Code of Regulations, is as follows:

80085. Programs of Academic Preparation.

In accordance with the requirements of Sections 44310, 44311, and 44312 of the Education Code, the Commission shall evaluate a subject matter program submitted to it as adequate and appropriate for the purpose of waiving the respective subject matter examination, and shall grant such subject matter program waiver status upon fulfillment of the general requirements as specified in Section 80085.1 and the specific requirements as specified in Section 80086, by the institution requesting approval of such programs of academic preparation. In addition to fulfilling the requirements of Section 80085.1 and Section 80086, the following requirements shall be addressed by programs seeking Commission approval:

- a. The head of the institution shall submit a written statement assuring that the Dean or Director of Teacher Education was consulted as to the appropriateness of the proposed coursework during the institutional review of the submitted program(s).
- b. For purposes of clarification, an institution shall submit a matrix which indicates the relationship of each course, in the required 2/3 , to the subjects listed in Title 5 Regulations Section 80086.

80085.1. Programs of Academic Preparation; General Requirement.

To receive Commission approval, programs of academic preparation, other than foreign languages and mathematics, must contain a basic core of courses (a minimum of 30 semester units, or their quarter unit equivalent), not less than 2/3 of the total, which relate directly to those subjects “commonly taught” in the public schools. A listing and catalog description of courses clearly identifying which of the courses constitutes the 2/3 basic core must be provided. The remaining third (a minimum of 15 semester units or their quarter unit equivalent) shall include courses that provide breadth and perspective to supplement the essential basic core.

Institutions shall have the flexibility to define their program (both the required 2/3 core and remaining 1/3) in terms of specifically required coursework or in terms of electives within each area.

Institutions shall have the flexibility to determine whether their programs offer a specific course or courses for each subject “commonly taught,” or provide a course or courses offering multiple coverage across subjects “commonly taught,” as listed in Title 5 Regulations, Section 80086.

Programs of mathematics shall consist of a minimum of 30 semester units, or their quarter unit equivalent, plus 15 units of closely related subjects.

Programs of academic preparation for foreign languages shall consist of a minimum of 30 upper division semester units or their equivalent. This regulation is not intended to inhibit or unnecessarily restrict college or university curricula.

80086. Programs of Academic Preparation; Specific Requirements.

- a. Agriculture: To include required courses in, or directly related to, ornamental horticulture, agriculture mechanics, animal science, plant science, forestry/horticulture, farm management/agriculture economics;
- b. Art: To include required courses in, or directly related to, art (general), crafts, ceramics, painting/drawing, art history, design;
- c. Business: To include required courses in, or directly related to, office services and related technologies (courses or demonstrated proficiency) accounting/computer literacy, economics and consumer business education, marketing/ distribution;
- d. English: To include required courses in, or directly related to, composition, literature, linguistics;
- e. Government: To include required courses in, or directly related to, U.S. government/civics, introduction to law, emerging nations, comparative political systems;
- f. Health Science: To include required courses in, or directly related to, personal health, family health, community health, drug use and abuse, accident prevention and safety;
- g. History: To include required courses in, or directly related to, U.S. history, world history, history of Western civilization, history of California, history of modern Europe, history of the non-Western world;
- h. Home Economics: To include required courses in, or directly related to, consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management, clothing and textiles;
- i. Industrial and Technology Education: To include required courses in, or directly related to, construction, electronics, energy and power, manufacturing, visual communications, and related technologies;
- j. Languages: To include required courses in, or directly related to, language, culture, linguistics, literature;
- k. Life Science: To include required courses in, or directly related to, biology, physiology, ecology, zoology, botany, marine biology;
- l. Mathematics: To include required courses in, or directly related to, first and second year algebra (or demonstrated proficiency); first and second year calculus, geometry, statistics, probability, computer programming, history of mathematics, number theory;
- m. Music: To include required courses in, or directly related to theoretical and historical background of music, instrumental, vocal;
- n. Physical Education: To include required courses in, or directly related to, dance, basic movement, sports and games, aquatics, gymnastics;
- o. Physical Science: To include required courses in, or directly related to, chemistry, physics, earth science;
- p. Social Science: To include required courses in, or directly related to U.S. history, history of California, U.S. government, world history, world geography.

80087. Institutional Procedures and Standards.

The responsible head of the institution, following regular review by procedures appropriate to the institution, in consultation with the Dean or Director of Teacher Education, shall report to the Commission the subject matter programs of academic preparation the institution has selected as meeting the general and specific requirements cited in Sections 80085, 80085.1, and 80086.

80088. Approval of Programs of Academic Preparation.

- a. The institution shall submit seven (7) copies of the program of academic preparation and the letter from the responsible head of the institution, as cited in Section 80085 and Section 80087;
- b. Commission staff will review the proposed program of academic preparation in terms of the general requirements, as stipulated in Section 80085.1;
- c. The Commission shall appoint panels to review the programs of academic preparation for each of the statutory single subjects, in terms of the specific requirements as stipulated in Section 80086, and breadth and perspective to supplement the essential core. The panels shall also evaluate each program in terms of its adequacy and appropriateness as a waiver from the subject matter examination in terms of the requirements of Section 80085.1. Each panel shall be comprised of a minimum of three members, representing at least one each of the following: secondary teachers of the subject, college/university teachers of the subject, and supplemented by one public school specialist in curriculum or school administration;
- d. Candidates initially enrolled in a subject matter program after June 30, 1984 shall be so enrolled in a Commission approved program that meets the requirements described in Title 5 Regulation Sections 80085.1 and 80086;
- e. Subject matter programs approved under regulations that existed on March 31, 1982 shall retain their approved status until June 30, 1984;
- f. Candidates initially enrolled prior to June 1, 1984 in a Commission approved single subject matter waiver program approved under regulations that existed on March 31, 1982, shall have until June 30, 1988 to complete such program, or equivalent program, and apply for the appropriate single subject credential.

(Includes revisions through August 26, 1989.)

Section 4: General Education/Cultural Diversity and other Special Designation Courses (Graduation Writing Requirement, Service Learning, Global Learning, Community Engagement, Ethnic Studies, and American Institutions)

General Education and Cultural Diversity

General Education profoundly influences undergraduates by providing the breadth of knowledge necessary for meaningful work, life-long learning, socially responsible citizenship, and intellectual development. This 49-unit (43-unit effective Fall 2025) program, which comprises over one third of an undergraduate's course of study, places specialized disciplines into a wider world, enabling students to integrate knowledge and to make connections among fields of inquiry.

The General Education program at SDSU prepares students to succeed in an increasingly complex and rapidly changing world. Our students will live and work in the context of globalization, scientific and technological innovation, cross-cultural encounters, environmental challenges, and unforeseen shifts in economic and political power. Through this program, students will acquire knowledge of human cultures and the physical and natural world that will enable them to engage significant questions, both contemporary and enduring.

To put their breadth of knowledge to work, students gain intellectual and practical skills such as inquiry and analysis, creative and critical thinking, written and oral communication, scientific and quantitative literacy, and technological-information proficiencies. Students practice these skills in progressively challenging venues, mastering learning outcomes from a series of courses drawn from the following four sections: I) Communication and Critical Thinking; II) Foundations of Learning; III) American Institutions; and IV) Explorations of Human Experience. In order to acquire the skills required for advanced coursework within and across disciplines, student should complete the four sections sequentially.

The General Education program at San Diego State University is evolving. A standing committee of faculty and students reviews the program continually and encourages the development of new courses, concepts, and learning experiences.

1. Seven Essential Capacities Developed through General Education

In addition to mastering the specialized disciplinary knowledge typically associated with undergraduate majors, well-educated individuals acquire general abilities, habits of mind, or capacities that significantly enhance their intellectual and professional lives. Students come to understand how arguments—whether in journal articles, laboratory reports, lyrics, or manifestos—are constructed and evaluated; and they are able to craft persuasive cases in a wide variety of

contexts. Students become familiar with the ways scholars—whether physicists or literary critics— theorize; and they are able to apply different kinds of theoretical models to realworld conditions. Students come to realize that most significant phenomena—from endangered species to British novels—cannot be understood in isolation because they are inevitably situated in complex webs or networks of interrelated phenomena; and they are able to locate concepts, ideas, texts, and events within these broader contexts. Students recognize the value of engaging diverse and opposing principles, perspectives, and people to achieve political, intellectual, artistic, and social ends; and they grow competent in the sorts of negotiations such engagement requires. Students come to appreciate that local and global perspectives on subjects as diverse as policing, safe drinking water, and artistic trends are inevitably connected; and they can bring the two perspectives together. Students come to see that diverse concepts—from principles of harmony to supply and demand— apply to multiple phenomena; and they are skilled in identifying the relevance of such concepts across traditional boundaries. Finally, students come to understand the intricate causal relationships between actions—whether giving a dowry or exploring space—and their effects; and they develop the ability to evaluate consequences in meaningful and responsible ways.

In order to develop these abilities in all our students, San Diego State University’s General Education program will emphasize the following seven essential capacities:

1. Construct, analyze, and communicate arguments;
2. Apply theoretical models to the real world;
3. Contextualize phenomena;
4. Negotiate differences;
5. Integrate global and local perspectives;
6. Illustrate relevance of concepts across boundaries;
7. Evaluate consequences of actions.

It is important to note that although these essential capacities inform General Education, they are by no means its exclusive property. In fact, these fundamental abilities are to be further strengthened through students’ major coursework. More specific goals of the various areas of General Education articulate directly with the seven essential capacities, in many cases manifesting the general abilities characterized—in rather abstract terms—by the capacities.

Communication and Critical Thinking

(CSU English Communication: Areas 1A, 1B and 1C)

Communication and Critical Thinking are essential skills that underlie all university education. Focusing particularly on argument, courses in this area of General Education help students understand the general function of writing, speaking, visual texts, and thinking within the context of the university at large, rather than within specific disciplines. In addition to featuring the basic rules and conventions governing composition and presentation, Communication and Critical Thinking courses establish intellectual frameworks and analytical tools that help students explore, construct, critique, and integrate sophisticated texts.

Goals in Communication and Critical Thinking:

- Goal 1: Craft well-reasoned arguments for specific audiences.
- Goal 2: Analyze a variety of texts commonly encountered in the academic setting.
- Goal 3: Situate discourse within social, generic, cultural, and historic contexts.
- Goal 4: Assess the relative strengths of arguments and supporting evidence.

Explorations of Human Experience

Explorations of Human Experience courses are upper division courses which allow concentrated or thematic study. In Explorations of Human Experience there are three areas of study – Physical and Biological Sciences and Quantitative Reasoning, Social and Behavioral Sciences, and Humanities and Fine Arts. Among these areas are courses designated as cultural diversity courses. “Explorations of Human Experience” courses take the goals and skills of “Foundations of Learning” courses to a more advanced level. This may find expression in one or more of the following pedagogical elements: greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons well-developed arguments, considerable bibliography, and use of technology are appropriate in many explorations courses. Courses narrowly centered within one aspect of a discipline are more suited to major study than general education, which encourages students to relate their learning across the range of their educational experience.

Explorations of Human Experience courses are upper division and cannot be used to fulfill this requirement if taken before students reach junior standing (passing 60 units).

Areas of Study in Foundations of Learning and Explorations of Human Experience

A. Physical and Biological Sciences and Quantitative Reasoning

- **Physical and Biological Sciences**
(CSU Physical and Biological Sciences, Area 5A, 5B, 5C)
- Physical and Biological Sciences use the scientific process to study nature and represent an approach to the study of the universe and its natural laws and phenomena. Students achieve basic scientific literacy and thereby understand the scientific process including the value of observation, hypothesis testing, and experiments in the advance of science. Thus students require a general understanding of fundamental concepts and knowledge accumulated by the Physical and Biological Sciences. From that understanding, students develop an ability to reason about and follow new developments in the Physical and Biological Sciences, and to think in a scientifically informed manner about social and political issues that involve science and technology. Goals for GE Courses in the

Physical and Biological Sciences

- Goal 1: Explain basic concepts and theories of the physical and biological sciences.
- Goal 2: Use logic and scientific methods to analyze the natural world and solve problems.
- Goal 3: Argue from multiple perspectives about issues in physical and biological science that have personal and global relevance.
- Goal 4: Use technology in laboratory and field situations to connect concepts and theories with real-world phenomena.
- **Quantitative Reasoning**
(CSU Mathematical Concepts and Quantitative Reasoning, Area 2)
 - Quantitative reasoning refers to a range of academic capacities that includes learning from data, communicating quantitatively, analyzing evidence and assertions, and employing quantitative intuition. While quantitative reasoning is essential to sciences, other disciplines require the ability to use and comprehend quantitative language. To do this, students require the ability to analyze and interpret data in both scientific and social contexts. By possessing this set of mathematical and problem solving skills, students will be able to engage effectively in quantitative situations arising in life and work.
- **Goals for GE Courses in Quantitative Reasoning**
 - Goal 1: Apply appropriate computational skills and use basic mathematical concepts to analyze problems in natural and social sciences.
 - Goal 2: Use methods of quantitative reasoning to solve and communicate answers to real-world problems.

B. Social and Behavioral Sciences

(CSU Social and Behavioral Sciences, Area 4)

- The Social and Behavioral Sciences focus on human behavior, cognition, and organization from anthropological, economic, geographic, linguistic, political, psychological and sociological perspectives. Students gain an understanding of society and culture, as well as individual and social interaction processes. Disciplines within the Social and Behavioral Sciences employ the scientific method and utilize both quantitative and qualitative techniques to analyze the diversity and complexity of human experience. Through interdisciplinary learning, students explore the relationships between human societies and the physical environment.
- **Goals for GE Courses in the Social and Behavioral Sciences**

- Goal 1: Explore and recognize basic terms, concepts, and domains of the social and behavioral sciences.
- Goal 2: Comprehend diverse theories and methods of the social and behavioral sciences.
- Goal 3: Identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness.
- Goal 4: Enhance understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to firsthand engagement with contemporary issues.

C. **Humanities and Fine Arts**

(CSU Arts and Humanities, Area 3A, 3B)

- The Humanities and Fine Arts encompass works of the imagination, such as art, literature, film, drama, dance, and music, and related scholarship. Students better understand human problems, responsibilities, and possibilities in changing historical contexts and diverse cultures, and in relation to the natural environment. Students acquire new languages and familiarize themselves with related cultures. They gain the ability to recognize and assess various aesthetic principles, belief systems, and constructions of identity. Students acquire capacities for reflection, critique, communication, cultural understanding, creativity, and problem solving in an increasingly globalized world.
- **Goals for GE Courses in the Humanities and Fine Arts**
 - Goal 1: Analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments.
 - Goal 2: Develop a familiarity with various aesthetic and other value systems and the ways they are communicated across time and cultures.
 - Goal 3: Argue from multiple perspectives about issues in the humanities that have personal and global relevance.
 - Goal 4: Demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities

D. **Cultural Diversity Requirement**

- One explorations course in areas A, B, or C must be a course in cultural diversity, as indicated by an asterisk. Cultural diversity courses focus on the theoretical and practical factors of age, class, disability, ethnicity, gender, gender identity, immigration, nation, race, religion, sexuality, socioeconomic status, and other significant markers of social identity. Courses meeting this requirement examine the complexity of diversity through an analysis of differential inequities, oppression, power, and privilege. Cultural diversity courses focus on non-

dominant views and perspectives.

- Goals for GE courses meeting the diversity requirement:
 - Goal 1: Enhance understanding of the diverse efforts and strategies used by groups to transform and/or dismantle structures of oppression.
 - Goal 2: Foster reflection and appreciation of non-dominant perspectives, their contribution to society and culture, and models for their inclusion.
 - Goal 3: Analyze the intersection of the categories of various dimensions of difference as they affect cultural groups' members lived realities and/or as they are embodied in personal and collective identities.
 - Goal 4: Formulate informed views on the mechanisms for maintaining existing power structures and their impact on all sectors of society.

E. Lifelong Learning and Self-Development (will be discontinued as of Fall 2025)

- Lifelong Learning and Self-Development facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Students learn about such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying.
- This lower division requirement in Lifelong Learning and Self-Development integrates three kinds of inquiry (though not necessarily with equal emphasis):
 - Sociological: in this context, the relationships between an individual and broader society;
 - Physiological: the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging; and
 - Psychological: the study of the mental processes that create consciousness, behavior, emotions, and intelligence.
- **Goals for GE Courses in Lifelong Learning and Self-Development**
 - Goal 1: Develop cognitive, physical, and affective skills to become more integrated and well-rounded individuals in society.
 - Goal 2: Comprehend various behaviors conducive to physiological health and development.
 - Goal 3: Identify and apply strategies leading to psychological well-being.
 - Goal 4: Develop strategies to be integrated physiological, socio-cultural, and psychological beings engaged in learning and self-development throughout their lives.

- F. **Ethnic Studies:** More than half a century ago, in the midst of the U.S. Civil Rights Movement, the field of ethnic studies emerged, seeking to advance the interdisciplinary study of race, ethnicity, and indigeneity, while emphasizing the experiences, contributions, histories, and perspectives of people of color in the United States and beyond. In the hopes of disrupting centuries of historical marginalization, departments of Africana, American Indian, Chicana/o/x, and Asian American studies emerged at universities across the country-including SDSU.

Now, as we enter the third decade of the twenty-first century, the ongoing challenges that racism, marginalization, inequality, and discrimination pose could not be more obvious, nor more urgent. In response, the California legislature passed AB 1460, which made ethnic studies a graduation requirement at the CSU beginning with the 2021-2022 academic year. AB 1460 states that, at minimum, three (3) units of ethnic studies shall be offered at the CSU and recognizes the value, importance, and promise of ethnic studies as an essential part of a student's education, providing skills and knowledge that will contribute to a liberatory, democratic, and pluralistic American future.

We believe strongly that ethnic studies is a vital component of your undergraduate experience. At SDSU, we have innovated two ethnic studies requirements—unusual in higher education. One is a general education requirement, which meets the CSU Executive Order to create a distinct GE category (CSU Area F; Area 6), and the other is a general graduation requirement created by SDSU Senate resolution (see section X of this page). Required ethnic studies courses, as per AB 1460 and CSU Executive Order 1100, are taught only within designated ethnic studies programs. At SDSU, these are the Departments of Africana Studies, American Indian Studies, and Chicana and Chicano Studies, and in the Center for Asian and Pacific Studies. Courses that satisfy Area F and section X are listed on this page. Students must take one class in Area F, that requirement cannot be waived or substituted. However, classes taken to satisfy GE Area F can double count to also satisfy the section X requirement.

- **Goals for GE Courses in Ethnic Studies**

- Goal 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
- Goal 2: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and

group-affirmation.

- Goal 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- Goal 4: Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- Goal 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

Guidelines for Submitting a Proposal that includes General Education

A. Qualifications relevant to goals, capacities, and areas of general education:

- Briefly state how your course fits into the level of Foundations or Explorations.
 - Identify the area of study of general education to which your course applies (e.g. Physical and Biological Sciences and Quantitative Reasoning, Social and Behavioral Sciences, Humanities and the Fine Arts) and describe how the goals for that section are addressed by your course. Provide specific examples of the coursework that best apply to each goal.
 - Identify three of the capacities for general education that are developed extensively in your course, providing specific examples of the coursework that best applies to each capacity and how you will assess student learning.
 - What forms of communication and information literacy will students learn in the course? State the approximate amount and kind of written work required, and how students will be required to access and evaluate sources of information.
 - Does the design of this course for General Education differ from how the course would be designed for majors? If so, how? If not, why does it serve both audiences?

- If the course is being proposed to satisfy cultural diversity indicate how its content emphasizes non-dominant perspectives, cultures, views, and traditions.
- B. Course syllabus to include the general education program description, student learning outcomes, required readings and work, grading standards, and evaluation procedures. You may call the Chair of the Committee on General Education, or Curriculum Services for assistance.
 - Required Language Explaining Place of the Course in General Education Program: All courses in the General Education Program are required to include the relevant following paragraphs on their syllabi. These paragraphs serve to communicate the student learning outcomes of the General Education Program to both students and professors. Courses in Communication and Critical Thinking will put the first paragraph on their syllabi; courses in Foundations will use the first paragraph under that heading and a second paragraph relating to the area of Foundations that the course is in; Explorations classes will use the first paragraph here under that heading and the second paragraph that pertains to the area of Explorations that the class is in.

Communication and Critical Thinking:

This course is one of three courses that you will take in the General Education area of Communication and Critical Thinking.

Upon completing this area of our General Education program, you will be able to:

1. craft well-reasoned arguments for specific audiences;
2. analyze a variety of texts commonly encountered in the academic setting;
3. situate discourse within social, generic, cultural, and historic contexts; and
4. assess the relative strengths of arguments and supporting evidence.

Foundations of Learning

Foundations of Learning courses follow and build upon Communication and Critical Thinking courses and are offered by individual departments and interdisciplinary areas in the Physical and Biological Sciences and Quantitative Reasoning, Social and Behavioral Sciences, Humanities and Fine Arts, and Lifelong Learning and Self-Development. Foundations of Learning courses in the Physical and Biological Sciences and Quantitative Reasoning are divided into four categories:

1. Physical Sciences
2. Biological Sciences
3. Laboratory

4. Mathematics and Quantitative Reasoning

Those in the Humanities and Fine Arts are divided into two categories:

1. Arts: Arts, Cinema, Dance, Music, Theatre,
2. Humanities: Literature, Philosophy, Languages other than English.

Foundations of Learning courses introduce students to the basic concepts, theories, and approaches offered by disciplinary and interdisciplinary areas of study. They provide the foundation to understand and approach problems in the academy, and in local and global real-world environments. Consistent with class size and learning goals, they cultivate skills in reading, writing, communication, computation, information-gathering, and use of technology. Where appropriate, courses intended as preparation for a major may also be designated as Foundations of Learning courses. Only lower division courses are designated as Foundations of Learning courses.

■ Foundations:

This course is one of nine (changing to seven in 2025) courses that you will take in General Education Foundations. Foundations courses cultivate skills in reading, writing, research, communication, computation, information literacy, and use of technology. They furthermore introduce you to basic concepts, theories and approaches in a variety of disciplines in order to provide the intellectual breadth necessary to help you integrate the more specialized knowledge gathered in your major area of study into a broader world picture.

This course is one of three Foundations courses that you will take in Physical and Biological Sciences and Quantitative Reasoning.

Upon completing Physical and Biological Science Foundations courses in physical sciences, biological sciences, and a lab, you will be able to:

1. explain basic concepts and theories of the physical and biological sciences;
2. use logic and scientific methods to analyze the natural world and solve problems;
3. argue from multiple perspectives about issues in physical and biological science that have personal and global relevance;
4. use technology in laboratory and field situations to connect concepts and theories with real-world phenomena.

Upon completing a Foundations course in Quantitative Reasoning, you will be able to:

1. apply appropriate computational skills and use basic mathematical concepts to analyze problems in natural and social sciences; and
2. use methods of quantitative reasoning to solve and communicate answers to real-

world problems.

This course is one of two Foundations courses that you will take in Social and Behavioral Sciences.

Upon completing this area of Foundations, you will be able to:

1. explore and recognize basic terms, concepts, and domains of the social and behavioral sciences;
2. comprehend diverse theories and methods of the social and behavioral sciences;
3. identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness;
4. enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

This course is one of three (changing to two in 2025) Foundations courses that you will take in Humanities and Fine Arts.

Upon completing of this area of Foundations, you will be able to:

1. analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments;
2. describe various aesthetic and other value systems and the ways they are communicated across time and cultures;
3. identify issues in the humanities that have personal and global relevance;
4. demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.

Special Provision for Majors in the Sciences and Related Fields

Some majors require or recommend coursework in astronomy, biology, chemistry, geological sciences, or physics in preparation for the major. If you have declared one of these majors you may substitute those courses for courses listed under either Biological Sciences or Physical Sciences (as appropriate).

■ Explorations:

Courses that fulfill the 9-unit requirement for Explorations in General Education take the goals and skills of GE Foundations courses to a more advanced level. Your three upper division courses in Explorations will provide greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More

extensive reading, written analysis involving complex comparisons, well-developed arguments, considerable bibliography, and use of technology are appropriate in many Explorations courses.

This is an Explorations course in Physical and Biological Sciences. Completing this course will help you learn to do the following with greater depth:

1. explain basic concepts and theories of the Physical and Biological Sciences;
2. use logic and scientific methods to analyze the natural world and solve problems;
3. argue from multiple perspectives about issues in natural science that have personal and global relevance;
4. use technology in laboratory and field situations to connect concepts and theories with real-world phenomena.

This is an Explorations course in Social and Behavioral Sciences. Completing this course will help you learn to do the following with greater depth:

1. explore and recognize basic terms, concepts, and domains of the social and behavioral sciences;
2. comprehend diverse theories and methods of the social and behavioral sciences;
3. Identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness;
4. enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

This is an Explorations course in the Humanities and Fine Arts. Completing this course will help you to do the following in greater depth:

1. analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments;
2. describe various aesthetic and other value systems and the ways they are communicated across time and cultures;
3. identify issues in the humanities that have personal and global relevance;
4. demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.

C. Submitting Proposals for General Education Courses

- For Existing Courses: Complete a course modification via Modern Campus Curriculum.
- For either new or existing courses, the following procedures for dissemination of information apply:
 - Initial Dissemination

1. Contact the chair of any department whose course offerings may overlap the proposed course. Attach correspondence showing approval to the proposal record.
2. Course proposals for General Education shall be reviewed by the individual and/or committee responsible for curriculum within the college.
 - College Level Decisions: Each college shall develop a procedure for informing all departments within the college about proposed changes to General Education sufficiently in advance of college curriculum committee meetings to allow for consultation.
 - Campus Level Decisions
 - Final comments from departments in the college shall be sent to the college curriculum committee chair and the sponsor of the proposal at least three days before the meeting.
 - Conflicts that appear to be motivated by college-level issues shall be decided by the college committee before the course is forwarded to Academic Affairs. Conflicts that focus on the relationship of the proposed course to GE goals and criteria shall be handled by the SDSU General Education Committee.
 - Conflicts focusing on the relationship of the proposed course to GE goals and criteria and all inter-college issues shall be decided by the General Education Committee.

(Approved by the University General Education Committee April 22, 1982; Revised: March 8, 1983; October 4, 1988; April 13, 1989; May 1991; May 1999; February 2003; March 2008; June 2010)

NOTE: General Education Courses - Frequency of Offerings - Policy adopted by the Senate, May 1983 and revised December 1998.

All General Education courses shall be offered with enrollment at least once every three years at any San Diego State University campus. Any course not offered during this time shall be dropped from the General Education program. Departments who wish to have a deleted course reinstated in General Education should submit a proposal for reinstatement through the regular curricular process. Justification for the reinstatement should be included.

D. Guidelines for Evaluating Course Proposals that Include General Education*

- When considering category assignments for GE courses, originators and reviewers alike are encouraged to consult the CSU-distributed document “Guiding Notes for General Education Course Reviewers.”
- Implementation of EO 1100’s “double-counting” provision must respect the mission of General Education to give students a broad base of knowledge about the world in which they live, how they impact that world, and how it impacts them. To be approved, new GE course proposals must fulfill all GE requirements and fit clearly and logically within the GE categories for which they are proposed. (Please visit the [Graduate Requirements page](#)).
- In implementing EO 1100 and other Executive Orders, the application of new and revised categories to particular cases should align with the wording of those categories while maintaining reasonable flexibility in interpreting that wording.

*Approved by the University Senate on October 2, 2018.

Requirements for Writing classes: Graduation Writing Assessment Requirement (Policy adopted by the [Senate](#), December 5, 1978; revised February 4, 2003, April 2004, September 2008, September 2022)

San Diego State University students shall demonstrate proficiency in writing skills as a requirement for graduation. Such skills shall incorporate basic rules of good writing, subject to the argument, format, logical development, demonstration of evidence, and style appropriate to various disciplines. Furthermore, departments and schools should insist upon effective expression in their courses and should stress the need for improving substandard writing.

Certification of Upper Division Writing Proficiency: Students shall enroll in one intensive upper division writing course (W) or two disciplinary writing courses (DW).

Completion of an approved writing course(s) with a minimum grade of C or Cr shall mean the student has met the Certification of Upper Division Writing Proficiency.

- A. **Existing Courses:** Departments must submit the writing requirement proposal with college approval to [Curriculum Services](#) for university-wide processing. Complete a Minor Course Modification form in Modern Campus Curriculum and follow the process for minor modifications noted in Section 1 of this guide.
- B. **New Courses:** New course proposals follow the regular university curriculum process. Please submit the new undergraduate course form in Modern Campus Curriculum. All writing course proposals are submitted for consideration to the University Writing Committee after approval at the college level and in addition to all other approval steps for new classes.

Whenever possible, departments should use course numbers already established in other departments to designate an upper division writing course. The “W” suffix should be used for all such courses.

As noted, W and DW designations will be approved by the appropriate curriculum committee, in consultation with subject matter experts. The following criteria/elements will be applied in assessing whether courses meet W/DW standards:

Requirements for an “intensive writing” (W) course:

1. In order to prepare students to write in and for a specific discipline, they will practice writing that includes the following components:
 - a. Disciplinary means of argumentation and exposition.
 - b. Disciplinary ways of reasoning, analyzing, synthesizing, and evaluating.
 - c. Disciplinary formats, genres, and conventions.
 - d. Disciplinary vocabulary and prose style.
2. In addition, students will
 - a. Write with an awareness of general or specific audiences outside of their major disciplines (for example, ability to convey information or perspectives relevant to a discipline or to an audience beyond it).
 - b. Demonstrate an understanding of the rhetorical situation-purpose, context, and audience.
 - c. Apply writing processes effectively (i.e., research, prewriting, drafting, revision, and editing).
 - d. Actively read texts using a variety of reading strategies such as annotation, visual organizers, questioning, and discussion.
 - e. Produce a minimum of 2,000 words of writing per credit unit.

Requirements for a “disciplinary writing” course (DW):

1. In order to prepare students to write in and for a specific discipline, they will practice writing that includes the following components:
 - a. Disciplinary means of argumentation and exposition.
 - b. Disciplinary ways of reasoning, analyzing, synthesizing, and evaluating.
 - c. Disciplinary formats, genres, and conventions.
 - d. Disciplinary vocabulary and prose style.
2. In addition, students will
 - a. Demonstrate an understanding of the rhetorical situation-purpose, context, and audience.
 - b. Apply writing processes effectively (i.e., research, prewriting, drafting, revision, and editing).

Students in “W” courses who are still working to master standard written English will find help and support for their particular needs in these classes.

The University Writing Committee wishes to support departments in their creation or adaptation of writing courses and will be offering both general advisory sessions and ongoing assistance on a consultative basis.

Requirements to Obtain a Service-Learning and Community Engagement Designation

A. Service Learning and Community Engagement Overview

Service learning entails active student participation in intentional and collaborative service experiences that help promote long-term community development and civic engagement. Service Learning projects significantly relate to course content as well as enrich student education through the acquisition of professional skills in a practical (or applied) setting while also satisfying the needs of partner institutions. Through distinctive various pedagogical activities involving reflection, students enhance their sense of civic responsibility, self-awareness, and commitment to the community. **Community engagement** describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

At SDSU, service learning (SL) and community engagement (CE) activities are supported by the Office of Academic Community Engagement (ACE), which is a part of Faculty Advancement and Student Success. ACE provides opportunities for civic engagement and leadership development at SDSU for students, faculty, staff, and community members by supporting high-impact pedagogical practices and active course- based learning in partnership with a range of community organizations. These practices often involve innovations in teaching and learning.

All SL or CE courses must utilize the [CSU Community Engaged Learning Tool \(CELT\)](#) for approval of course designation. This ensures accurate reporting, fulfillment of syllabus requirements, and completion of mandatory risk management and partner agreements.

B. Service Learning (SL) and Community Engaged (CE) Course Designations

- **SL Course:** An academic course that provides students opportunities to participate in organized service activities that align with community focus areas while linking the community service experiences to the course content. Service learning is a teaching method in which meaningful service is a critical component of course curriculum and assessment of student learning. It is characterized by critical reflection and a collaborative partnership among the instructor, students, and community, with a focus on both student learning and community impact. Given its distinct pedagogical

approach, this makes service learning a very different experience than community service.

- **CE Course:** An academic course that includes a community service experience characterized by reciprocal partnerships that enhance student understanding, the outcomes of which benefit the common good.

C. Process for Obtaining New SL or CE Course Designations

Faculty must complete a [CELT](#) for each SL or CE course. The SL or CE course attribute will be determined based on the faculty member's responses about their teaching and course community partnership practices. A course syllabus is needed to complete the CELT, and a copy of the syllabus should be provided to the Office of Academic Community Engagement (ACE). Completing the CELT will generate a report to the faculty member, copied to ACE with a determination of SL or CE designation.

The CELT should be completed at a minimum every three years, or when there is a significant course revision. Submission of a CELT will determine an attribute (SL or CE) but faculty members are encouraged to work with the ACE to discuss the course attribute process and their goals. The CELT assesses the implementation of six essential elements of community engaged learning:

1. Reciprocal Partnership: Reciprocal partnerships and processes shape the community activities and course design to enhance student understanding of the importance of community learning.
2. Student Community Involvement Benefits the Common Good: Student community involvement has a specific benefit to the material, cultural or institutional interests that members of society have in common. This specific benefit to the common good is intentional, planned for, communicated and assessed with community partners in mind. This may include the organizational capacity, student/client growth, social and economic benefits, and more.
3. Academically Relevant Community Involvement: Student community involvement is relevant to and integrated with the discipline-based academic content and assignments.
4. Explicit Civic Learning Goals: Civic learning goals are articulated and develop students' capacities to understand and address critical social issues.
5. Critical Reflection Facilitating Learning: Critical reflection activities and assignments integrate classroom and community learning.
6. Integrated Assessment of Student Learning: Student learning assessment addresses both the discipline-based and civic learning goals; including learning from community involvement.

D. SL or CE Course Designation Requirements

Designation as a SL or CE course requires that the following criteria be met, as demonstrated by the CELT process and an updated sample syllabus provided to the Office of Academic Community Engagement (ACE).

Syllabi for SL courses should include:

1. Justification that the SL component is integral to and supportive of the academic focus of the course. In the syllabus, this can be communicated in the course description, in a separate description of the SL component of the course, and/or in the learning outcomes. Make sure to define and describe the definition of service learning.
2. Description of the mechanism(s) used to introduce the SL component to the students. This may be done through various methods including class discussions, guided readings, and experiential class periods. For SL courses, course materials must reflect distinct pedagogic activities involving reflection, students enhance their sense of civic responsibility, self-awareness, and commitment to the community.
3. Description of the:
 - a. community partner(s) and location(s) where the SL assignment will be completed;
 - b. community partner needs and their relationship to the course learning outcomes;
 - c. expected professional skills and civic learning goals;
 - d. activities that will meet the service requirement;
 - e. length of time students will be required to serve (minimum of 15 hours during the semester, with 20 hours being optimal, regardless of the unit value of the course);
 - f. process for verification of service hours.
4. Description of the mechanisms and opportunities for ongoing student reflection on the integration of the SL component with course content (e.g., class discussions, journals, papers, presentations).
5. Weighted grading standards demonstrating that the service-learning component accounts for a significant portion of the total course grade (minimum of 15%, with 20% or more being optimal).

Syllabi for CE courses should include:

1. Justification that the CE component is integral to and supportive of the academic focus of the course. In the syllabus, this can be communicated in the course description, in a separate description of the CE component of the course, and/or in the learning outcomes. Make sure to define and describe the definition of community engagement.
2. Description of the:
 - a. community or communities engaged through this course, including geographic location, size, and demographics;
 - b. focus of engagement, i.e., historical or contemporary issues of consequence to this community (e.g., climate change, health disparities, language revitalization, economic development, etc.)
 - c. learning activities used to introduce the CE component to the students, e.g., readings, class discussions, experiential class periods, etc.
 - d. outcomes that may contribute to the mutual benefit of the University and the communities engaged: e.g., civic learning around issues important to the well-being of the community, advancing research, fostering networks and relationships, building pipelines for co-curricular student activity including internships or service; etc.
3. Description of the mechanisms and opportunities for student reflection on the integration of the CE component with course content (e.g., class discussions, journals, papers, presentations).

In accordance with the CELT course designation procedure, all SL and CE syllabi must be reviewed and approved by the Office of Academic Community Engagement (ACE) before referral to the AVPCAA for designation application via Modern Campus Curriculum.

Requirements to Obtain a Global Learning Designation

Senate Approval (May 2021): The Senate approved the new Global Learning Course designation at the end of the 2020-2021 academic year.

SDSU Global Learning Course

A Global Learning Course (GLC) designation may be approved for an academic course in which all offered sections require student participation in organized learning activities that

- evidence at least one of the SDSU Global Learning Outcomes as integral to the academic focus and objectives of the course,
- include a minimum of 15 hours engaged in global learning experiences that address one of the Global Learning Outcomes, and

- at least 15% of the course grade (and ideally 20% or more) is directly related to the global learning component.

Global Learning Course (GLC) Designation Guidelines

1. Syllabus Language: Provide draft syllabus language that explains how at least one of the SDSU Global Learning Outcomes (GLOs) (<https://www.sdsu.edu/internationalaffairs/glos>) is integral to and supports the academic focus and objectives of the course. This explanation may be presented within the general overview of the course, as a separate description of the global learning component of the course, and/or within the Course Learning Outcomes.

2. Mechanism(s) of Global Learning: Describe the mechanism(s) used to introduce the Global Learning component to students. This may be done through various methods including but not limited to: facilitated class discussions, guided readings, guest speakers or panelists (in-person or virtual), experiential class periods, field trips, structured out-of-class engagements such as volunteering as language tutors, or written assignments focusing on critical and cultural reflections. Utilize the Faculty Resources through International Affairs (<https://www.sdsu.edu/internationalaffairs/faculty-resources>) as a resource.

3. Logistics of Global Learning: Address and describe each of the following logistical components for global learning in the space below, breaking out your responses by letters:

1. location or cultural context where the global learning experience will be completed (e.g., on SDSU campus, in the San Diego local community, across our broader transborder region, location abroad, or virtually);
2. expected global or intercultural learning skills and goals that speak to and connect with at least one of the Global Learning Outcomes;
3. course materials and readings that reflect both local and global perspectives;
4. course activities, assignments, assessments that will meet the learning goals;
5. a minimum of 15 hours engaged in global learning experiences that address one of the Global Learning Outcomes; and
6. at least 15% of the course grade (and ideally 20% or more) is directly related to the global learning component.

4. Reflection Assignments: Describe the structured student reflection assignments of the course, including mechanisms and opportunities for ongoing student reflection on the integration of the GL component with course content (e.g., class discussions, journals, papers, presentations).

Requirements for Ethnic Studies Graduation Requirement Classes

Students must complete a three-unit ethnic studies course. This requirement is separate from

cultural diversity. Lower division courses that also fulfill I. Communication and Critical Thinking (CSU Area A - English Language Communication and Critical Thinking) may not be used to satisfy this requirement. Ethnic studies courses are identified throughout the catalog with an ES designation. Ethnic studies courses focus on the interdisciplinary and comparative study of ethnicity, race, and racialization. Courses meeting this requirement place strong emphasis on groups whose socio-historical experience of land and labor were critical to the building of the United States: African Americans, Asian Americans, Chicanos/Latinos, and Native Americans. An analysis of empire, migrations, nation-building, power, and the intersections of class, culture, gender, race, and sexuality are critical components in these courses. For a course to meet the ethnic studies requirement it must be taken from the approved list of courses in Africana Studies, American Indian Studies, the Center for Asian and Pacific Studies, Chicana and Chicano Studies, or a cross-listed equivalent. It may also satisfy General Education, American Institutions, preparation for the major, and major, where applicable. Students seeking a second bachelor's degree in nursing are exempt from this requirement with their first baccalaureate degree received from a college/university accredited by a regional accrediting association.

Goals for courses meeting the ethnic studies requirement:

- Goal 1: Define core concepts that are foundational to the field of ethnic studies to include colonialism, equity, ethnicity and culture, Eurocentrism, indigeneity, race, racialization, racism, and white supremacy.
- Goal 2: Examine from an interdisciplinary perspective, the general history, culture, and/or contemporary lived experiences of at least one of four groups to include African Americans, Asian Americans, Chicana/o/xs-Latinxs, and Native Americans.
- Goal 3: Explain how African American, Asian American, Chicano/ a/x-Latinxs, or Native American communities use different forms of resistance and cultural affirmation for community engagement and the advancement of anti-racism and decolonization.
- Goal 4: Analyze how race and racism intersects with class, ethnicity, gender, legal status, and/or sexuality to shape life chances and social relations.
- Goal 5: Engage social and academic practices originating in African American, Asian American, Chicano/a/x-Latinx, or Native American communities to work towards building a more anti-racist, decolonial, equitable, and inclusive society beyond the classroom.

Requirements for American Institutions Classes

American Institutions Requirement: Language and Goals for the American Institutions Requirement are pending shared governance approvals.

Title 5, *California Code of Regulations*, Section 40404 and EO 1061 requires that all students demonstrate an understanding of American history and American government including the (1) historical development of American institutions and ideals, (2) the Constitution of the United States and the operation of representative democratic government under that Constitution, and (3) California state and local government.

Graduation Requirements in United States History, Constitution and American Ideals

IV. American Institutions Requirement: Title 5, California Code of Regulations, Article 5, Section 40404

requires that all students demonstrate an understanding of American history, the United States Constitution, and state and local government.

1. Required content for American Institutions History, Constitution, and California government requirements:

- A. US History: Any course or examination that addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.
 - 1. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
 - 2. The role of ethnic and social groups in such events and the contexts in which the events have occurred.
 - 3. The events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.
- B. US Constitution: Any course or examination that addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government must address all of the subject matter elements identified in the following subparagraphs of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.
 - 1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
 - 2. The rights and obligations of citizens in the political system established under the Constitution.
- C. California State and Local Government: Any course or examination that addresses the process of California state and local government and the operation of representative democratic government, must address all of the subject matter elements identified in the following subparagraphs of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.
2. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.

2. Student Learning Outcomes for American Institutions History, Constitution, and California government courses: Upon completing the American Institutions requirement, students will be able to:

Goal 1: Demonstrate civic literacy that would enable them to participate in a democratic society, including an understanding of the requirements of democratic citizenship.

Goal 2: Use inquiry processes, including qualitative reasoning and critical thinking to engage with contemporary and enduring questions regarding United States institutions and government.

Goal 3: Demonstrate understanding of ethical principles and values that have shaped United States institutions and ideals throughout the history of the United States and its government.

Goal 4: Demonstrate understanding of United States institutions and ideals within the context of a changing and diverse society, on the structures and policies of federal and state government.

Goal 5. Demonstrate understanding of Americans' and Californians' political behavior within the frameworks established by the United States and California Constitutions.

Goal 6. Understand the effects of historical, technological, and economic changes on government and the effects of governmental policy on technological and economic change.

Section 5: Credit for Prior Learning Policy

Policy

San Diego State University applies toward admission eligibility and/or the degree, academic credit earned from (1) examinations, (2) learning, skills, and knowledge acquired through experience, (3) learning acquired outside formal higher education and/or (4) education, training and service provided by the Armed Forces of the United States and (5) credit through coursework.

Academic Credit Through Examination

San Diego State University grants credit for passing scores on The College Board Advanced Placement examinations, on certain College-Level Examination Program tests, and on International Baccalaureate higher level subjects. SDSU also grants credit for locally administered credit by examination tests. A total of 30 units will be allowed for credit earned through examination (excluding Advanced Placement and International Baccalaureate). The details in each case are provided in the tables in this section of the catalog.

A. Credit for Advanced Placement Examinations

San Diego State University grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board.

High school students who intend to participate in this program should make the necessary arrangements with their high schools and should indicate at the time they take the Advanced Placement examinations that their test scores be sent to San Diego State University. To obtain credit and advanced placement, you should contact the Office of the Registrar.

The Advanced Placement Credit table in this section of the catalog indicates the units granted for the score attained and the course equivalents for each of the examinations offered.

B. Credit for College-Level Examination Program (CLEP)

The university grants credit on 34 CLEP Subject Examinations. See the Academic Credit Through Examination table in this section of the catalog.

C. Credit for International Baccalaureate Certificates or Diplomas

San Diego State University normally grants six units of credit for each International Baccalaureate Higher Level subject examination passed with a score of 4 or better. To receive credit, you must request that your International Baccalaureate transcript of grades be sent to San Diego State University's Office of the Registrar.

The International Baccalaureate Credit table identifies established course equivalencies. Subject examinations not listed in the table will be evaluated for appropriate course credit by the departmental advisor.

D. Advanced Placement Credit

Examination	Score	Semester unit credit allowed towards degree	SDSU course equivalents*	Remarks
Art History	3, 4, 5	6	ART 258 and ART 259	
Art				
Drawing	3, 4, 5	3	ART 100	
2D Art and Design	3, 4, 5	3	ART 101	
3D Art and Design	3, 4, 5	3	ART 103	
Biology	3, 4, 5	6	BIOL 100, BIOL 100L and 2 units of BIOL 299	

Chemistry	3, 4, 5	6	CHEM 200 and CHEM 201	
Chinese Language and Culture	3, 4, 5	6	CHIN 202 and 1 unit of CHIN 296	Satisfies the language requirement.
Classics:				
Latin	3, 4	6	CLASS 202L	
	5	6	CLASS 202L and CLASS 303L***	
Computer Science				
A	3	3	CS 299	
	4,5	4	CS 150 and CS 150L	
Computer Science Principles	3, 4, 5	6	CS 100 and CS 299	Satisfies freshmen mathematics competency.
Economics:				

Macro	3, 4, 5	3	ECON 101	
Micro	3, 4, 5	3	ECON 102	
English:				
Lang. and Comp.	3, 4	6	RWS 100 and 3 units of RWS 299	Satisfies freshmen writing competency.
	5	6	RWS 100 and RWS 200	Satisfies freshmen writing competency.
Lit. and Comp.	3, 4, 5	6	ENGL 220 and RWS 100	Satisfies freshmen writing competency.
Environmenta l Science	3, 4, 5	4	ENV S 100 and 1 unit of ENV S 299	Satisfies Foundations of Learning Physical Sciences and Laboratory.
French Language and Culture	3	6	FRENC 201 and FRENC 210	Satisfies the language
	4, 5	6	FRENC 221	requirement.
Geography:				

Human Geography	3, 4, 5	3	GEOG 102	
German Language and Culture	3	6	GERMN 202	Satisfies the language requirement.
	4, 5	8	GERMN 205A and GERMN 205B	Satisfies the language requirement.
History:				
United States	3, 4, 5	6	HIST 109 and HIST 110	Satisfies American History/Institutions and Ideals, and U.S. Constitution requirements. Does not satisfy California Government requirement.

European	3, 4, 5	6	HIST 106 and 3 units of HIST 299	
World History: Modern	3, 4, 5	3	HIST 101	

Italian Language and Culture	3	6	ITAL 201	Satisfies the language requirement.
	4	6	ITAL 201 and ITAL 211	Satisfies the language requirement.
	5	6	ITAL 211 and ITAL 212	
Japanese Language and Culture	3	6	JAPAN 111 and JAPAN 112	
	4	6	JAPAN 111, JAPAN 112, and JAPAN 211	Satisfies the language requirement.
	5	6	JAPAN 111, JAPAN 112, JAPAN 211 and JAPAN 212	Satisfies the language requirement.
Mathematics:				
Calculus AB/AB Subscore	3	6	MATH 120 and MATH 141	Satisfies freshmen mathematics competency.

	4, 5	4	MATH 150	Satisfies freshmen mathematics competency.
Calculus BC	3	7	MATH 141 and MATH 150	Satisfies freshmen mathematics competency.
	4, 5	8	MATH 150 and MATH 151	Satisfies freshmen mathematics competency.
Music Theory	3	6	MUSIC 105 and MUSIC 299**	
Music Theory	4, 5	6	MUSIC 105 and MUSIC 205A**	
Physics:				
1	3, 4, 5	4	PHYS 180A and PHYS 182A	
2	3, 4, 5	4	PHYS 180B and PHYS 182B	

C (Mechanics)	3, 4, 5	4	PHYS 195 and PHYS 195L	
C (Electricity and Magnetism)	3, 4, 5	4	PHYS 196 and PHYS 196L	
Political Science				
Govt./Politics: Comparative	3, 4, 5	3	POL S 103	
Govt./Politics: United States	3, 4, 5	3	POL S 102	Satisfies U.S. Constitution requirement. Does not satisfy California Government requirement.
Psychology	3, 4, 5	3	PSY 101	
Research	3, 4, 5	3	GEN S 299	
Seminar	3, 4, 5	3	GEN S 299	
Spanish Language and Culture	3	6	SPAN 201 and SPAN 211	Satisfies the language requirement.

	4, 5	6	SPAN 202 and SPAN 212	
Spanish Literature and Culture	3, 4, 5	6	SPAN 395 and SPAN 401	
Statistics	3, 4, 5	3	STAT 250	Satisfies freshmen mathematics competency.

*Credit may not be earned at SDSU for courses which duplicate credit already allowed for examinations as listed under SDSU course equivalents.

**Student must also take Music Placement Examination.

***Satisfies the language requirement.

Examination	Passing Score	Credit Granted	SDSU course equivalency*	General education credit
Business				
Business Law, Introductory	50	3	No	No
Financial Accounting	50	3	No	No
^ Informatio n Systems	50	3	No	No

Principles of Management	50	3	No	No
Principles of Marketing	50	3	No	No
Composition and Literature				
American Literature	50	3	No	Foundations of Learning: Arts and Humanities, Humanities.
Analyzing and Interpreting Literature	50	3	No	Foundations of Learning: Arts and Humanities, Humanities.
College Composition	50	6	No	Communication and Critical Thinking: Written Communication and Critical Thinking.
College Composition Modular	50	6	No	Communication and Critical Thinking: Written Communication and Critical Thinking.
English Literature	50	3	No	Foundations of Learning: Arts and

				Humanities, Humanities.
Humanities	50	3	HUM 101	
World Languages				
French Language, Level 1	50	6	No	Foundations of Learning: Arts and Humanities, Humanities.
French Language, Level 2	59	12	No	Foundations of Learning: Arts and Humanities, Humanities. Satisfies language requirement.
German Language , Level 1	50	6	No	Foundations of Learning: Arts and Humanities, Humanities.
German Language , Level 2	60	12	No	Foundations of Learning: Arts and Humanities, Humanities. Satisfies language requirement.

Spanish Language, Level 1	50	6	No	Foundations of Learning: Arts and Humanities, Humanities.
Spanish Language, Level 2	63	12	No	Foundations of Learning: Arts and Humanities, Humanities. Satisfies language requirement.
Spanish with Writing, Level 1	50	6	No	Foundations of Learning: Arts and Humanities, Humanities.
Spanish with Writing, Level 2	65	12	No	Foundations of Learning: Arts and Humanities, Humanities. Satisfies language requirement.
History and Social Sciences				
# American Government	50	3	POL S 102	U.S. Constitution
Educationa 1 Psychology, Introduction to	50	3	No	No

History of the United States I: Early Colonization to 1877	50	3	HIST 109	American History and U.S. Constitution
# History of the United States II: 1865 to the Present	50	3	HIST 110	American History
Human Growth and Development	50	3	No	Foundations of Learning: Social and Behavioral Sciences or Lifelong Learning and Self-Development.
Macroeconomics, Principles of	50	3	ECON 101	
Microeconomics, Principles of	50	3	ECON 102	
Psychology, Introductory	50	3	PSY 101	

Social Sciences and History	50	6	No	Foundations of Learning: Social and Behavioral Sciences; Arts and Humanities, Humanities.
Sociology, Introductory	50	3	SOC 101	
~ Western Civilization I	50	3	HIST 105	
° Western Civilization II	50	3	HIST 106	
Science and Mathematics				
Biology	50	6	BIOL 100	
Calculus	50	4	No	Foundations of Learning: Mathematics/Quantitative Reasoning.
Chemistry	50	6	CHEM 200	
College Algebra	50	3	No	Foundations of Learning: Mathematics/Quantitative Reasoning.

College Mathematics	50	6	No	Foundations of Learning: Mathematics/Quantitative Reasoning.
Physical and Biological Sciences	50	6	BIOL 100	
Precalculus	50	3	MATH 141	

*Credit may not be earned at SDSU for courses which duplicate credit already allowed for examinations as listed under SDSU course equivalents.

^Prior to October 2015, examination formerly titled Information Systems and Computer Applications.

#Does not satisfy the American Institutions California Government requirement.

~Extended title is Western Civilization I: Ancient Near East to 1648.

°Extended title is Western Civilization II: 1648 to Present.

Examination	Score	Semester unit credit allowed towards degree	SDSU course equivalents*	Remarks

Arabic B	Higher 4-7	6	ARAB 202	Satisfies language graduation requirement and lower division prerequisites.
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Biology	Higher 5-7	6	BIOL 100 and BIOL 100L	Two additional units of BIOL 299.
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Credit for Demonstrated Learning, Knowledge, or Skills Acquired Through Experience

San Diego State University may grant credit for knowledge and skills gained through professional and real-world settings that provide students with experiential learning opportunities. Experiential learning can ensure students experience deeper learning that is both practical and relevant to their career goals. Students may earn this credit through participation in an experiential learning activity that is embedded in a course or degree program and/or through other cooperative work experience (e.g., internships, practicums or clinicals, preceptorships, etc.) where students may apply classroom learning to a work environment. Academic credit for learning, knowledge, or skills acquired through experience shall not be used in determining eligibility for admission, unless it was previously transcribed on the student's academic record.

E. Academic credit for documented learning, skills, and knowledge acquired through experience shall be subject to the following conditions:

1. The student seeking credit for experiential learning shall be matriculated at a CSU campus awarding credit.
2. The assessment of experiential learning shall be appropriate to the applicant's degree objectives and/or general education requirements.
3. Academic credit for such experiential learning shall be awarded only when it is academically creditable and verifiable through a prior learning assessment methodology.
4. Before academic credit earned for experiential learning becomes a part of the student's academic record, the student shall complete 15 units at the degree-granting institution, or a sufficient number of units to establish evidence of a satisfactory learning pattern. Graduate students shall complete three units in residence at the degree granting institution.

F. Verification and Evaluation of Learning, Knowledge, or Skills Acquired through Experience

The University shall determine and identify appropriate assessment measures to award such credit. Credit may be verified through a variety of assessment methodologies including written examinations, portfolios, personal interviews, demonstrations, and/or other appropriate means of documentation. Assessments shall be created and evaluated in accordance with academic standards by faculty and/or subject matter experts. Supporting information may be supplied by a field supervisor and/or employer.

G. Application of Credit for Demonstrated Learning, Knowledge, or Skills

Acquired Through Experience:

Credit shall be awarded for a specific university course or a specific category of university degree credit. For students who enter with an Associate Degree for Transfer (ADT), full or partial certification in CSU General Education Breadth, and consistent with CSU policy on transfer, transcribed credit awarded for demonstrated learning, knowledge, or skills acquired through experience shall be accepted for articulation and transfer, including credits for CSU-GE breadth and CSU-IGETC based on current system-wide articulation guidance.

H. Documentation:

The student's academic record shall identify the specific course or category of degree requirement for which the student has received credit for demonstrated learning, knowledge, or skills acquired through experience.

I. Students who wish to apply prior learning by experience should speak to their major advisor.

Students shall be allowed to appeal decisions regarding credit for demonstrated learning, knowledge, or skills acquired through experience through existing campus grade appeal procedures.

Credit for Prior Learning Acquired Outside of Traditional Higher Education

San Diego State University may award credit for prior learning outside of traditional higher education settings such as military or industry experience. Credit may also be awarded based on recommendations provided by, for example, the National College Credit Recommendation Service (NCCRS) and the American Council on Education (ACE) that conduct evaluations of training that is offered by employers or the military. Academic credit may also be earned through other prior learning assessment methods such as portfolio

assessment. Examples of industry-recognized credentials that are listed in the ACE National Guide include SHRM (Society of Human Resource Management), IBM Corporation, Google IT and Fire and Rescue Training.

J. Types of Instruction Approved for the Awarding of Credit for Workforce and Industry Learning

Students shall be granted credit toward the degree for the following types of learning acquired outside of traditional higher education:

1. Completion of learning acquired outside traditional higher education, such as recommended by American Council on Education's National Guide.
2. Successful completion of other learning outside of traditional higher education that utilizes prior learning assessment methods such as portfolio assessment, attempted independently or as part of a course.

K. Application of Credit for Learning Acquired outside traditional higher education:

1. SDSU will accept and award course credit as recommended by ACE National Guide to College Credit for Workforce Training, as appropriate for a student's academic objectives.
2. Credit shall be awarded for a specific university course or a specific category of university degree credit. For students who enter with an ADT, full or partial certification in CSU General Education Breadth, and consistent with CSU policy on transfer, transcribed credit awarded for learning acquired outside of traditional higher education shall be accepted for articulation and transfer, including credits for CSU-GE breadth and CSU-IGETC based on current system-wide articulation guidance.

L. Students who wish to apply for credit for learning acquired outside of traditional higher education should speak to their major advisor.

Students shall be allowed to appeal decisions regarding credit for learning acquired outside of traditional higher education through existing campus grade appeal procedures.

Credit for Education, Training and Service Provided by the Armed Forces of the United States

San Diego State University may grant credit for Education, Training and Service Provided by the Armed Forces of the United States.

M. Military Credit Practices and Information

SDSU students must submit one of the following to receive military credit:

1. Official Joint Services Transcript (JST)
2. DD-214

N. ACE Credit Recommendations

Unit recommendations for service branches are made by the American Council on Education's Commission on Education Credit and Credentials (ACE Guide).

SDSU awards credit for military education, MOS Rankings (Military Occupational Specialties) and Military Experience with ACE recommended baccalaureate/associate or graduate degree category units. SDSU awards lower and/or upper division units as specified in the ACE credit recommendations. SDSU does not award credit for any vocational, technical or certificate degree category units.

Military basic training credit is awarded for the initial basic training completed when the individual entered the military branch. Basic training credit is contingent upon the completion of the required number of weeks of training. A DD-214 does not constitute credit; length of credit does.

Credit for basic training for each branch of service is determined by their military entrance date, and is awarded as follows:

Air Force	1/1976 – Present*		4 units
Army	12/1979-6/1985	AR-2201-0197	4 units
	7/1985-2/2000	AR-2201-0399	4 units

	3/2000-09/2005	AR-2201-0399	5 units
	10/2005-Present	AR-2201-0399	6 units
Coast Guard	1/1978-12/1987	CG-2205-0011	4 units
	1/1988-7/2003	CG-2205-0035	4 units
	8/2003-5/2009	CG-2205-0035	6 units
	6/2009-Present	CG-2205-0035	7 units
Marine	12/1976-5/1991	MC-2204-0038	8 units
	12/1979-3/1987	MC-2204-0046	4 units (women)
	6/1991-9/2000	MC-2204-0088	4 units
	10/2000-12/2010	MC-2204-0088	8 units
	01/2011-Present	MC-2204-0088	9 units
Navy	4/1979-9/1991	NV-2202-0014	4 units
	10/1991-07/2002	NV-2202-0165	3 units
	08/2002-Present	NV-2202-0165	2 units

*Credit for basic training can be awarded from the DD-214 or the Community College of the Air Force (CCAF) transcript. SDSU only uses CCAF transcript to make a determination of credit awards for military education. Units are included in the 70 unit maximum allowed from community colleges.

SDSU does not allow duplicate credit for military education if the same course is completed more than one time.

Coast Guard Institute -- SDSU awards Military Training and Experiential Learning Credit with ACE recommended baccalaureate/associate or graduate degree category units.

Approved Military Education Credit SDSU General Education pattern:

GE Oral Communication – 3 semester hours in oral communication, public speaking, speech, interpersonal communication must be specifically listed as part of the ACE Guide recommendation.

- GE Physical Science – 3 semester hours in solid physical science such as physics, chemistry, etc. must be specifically listed as part of the ACE Guide recommendation
- GE Life Science – 3 semester hours in solid life science such as biology, anatomy, physiology, etc. must be specifically listed as part of the ACE Guide recommendation
- GE Natural Science Lab – appropriate physical or life science lab must be specifically listed as part of the ACE Guide recommendation
- GE Social Behavioral Science – 3 semester hours in appropriate social behavioral science course such as economics, psychology, sociology, etc. must be specifically listed as part of the ACE Guide recommendation
- GE Humanities – 3 semester hours in appropriate humanities course such as jazz theory must be specifically listed as part of the ACE Guide recommendation
- GE Area E - Basic Training credit based on branch of service and military entrance date

Once students have registered for classes at SDSU they can request the following, if applicable:

- Petition the Office of Advising & Evaluations for additional GE consideration.
- Petition for departmental approval to use military credit to fulfill Major or Minor requirements.
- Petition for units for active military service, such as commission credits.

O. Joint Services Transcript (JST)

Joint Services Transcript (JST) is part of an automated transcript system that combines Army, Marine Corps, Navy and Coast Guard detailed personal service member data, military course completions with descriptions, military experience and other learning experiences. The transcript includes college credit recommendations for ACE Guide completed evaluations. The transcript also includes college-level test score data for exams such as CLEP, DSST, DLPT and Excelsior/Regents credit. SDSU will award credit based on our established guidelines for CLEP, DSST, DLPT and Excelsior/Regents credit when these exams are listed on an official “Institutional Copy” of a JST transcript. They are available for all Army, Coast Guard, Marine Corps, and Navy Active Duty, Reserve and Veterans.

Additional information regarding the Joint Services Transcript (JST) can be found below:

Currently active service members or those who have a Common Access Card (CAC) and were prior enlisted can order a JST transcript through the JST system website. For those who are not active duty or do not have a Common Access Card (CAC), you must register for a JST account. Additional information and instructions can be found on the JST system website.

P. Non-Traditional Credit/Transcripts

1. BOOST (Broadened Opportunity for Officer Selection and Training) Naval Education and Training Center, Newport Rhode Island

Students must submit an official BOOST transcript to receive military credit for BOOST units. Military credit is awarded based on completed tracks and course numbers listed on the transcript and referenced to course numbers within the NV-0400-0001 course description of the ACE Guide. SDSU requires the official BOOST transcript for credit awards.

2. CLEP (College Level Examination Program)

SDSU requires an official transcript or posting on a Joint Services Transcript (JST) to award credit for approved CLEP exams. In 2008, a subsidiary of Educational Testing Services (ETS) called PROMETRIC began issuing official transcripts for CLEP. SDSU allows no more than 30 units of credit earned through examination. A complete list of recognized CLEP Subject and General Examination Credit is listed in the SDSU General Catalog.

3. DSST Program tests by PROMETRIC

SDSU will award up to 24 units of DSST exam credit based on ACE Guide credit recommendations in effect at the time the exam was completed. SDSU awards lower division and upper division credit consistent with ACE Guide lower or upper division baccalaureate credit recommendations. Students must petition the Assistant Dean of Undergraduate Studies for GE credit and receive departmental approval to use DSST exam credit to satisfy major or minor requirements for

graduation. See the complete list of DSST exams and ACE Guide credit recommendations.

4. Defense Information School

SDSU does not grant credit for course work completed at Defense Information School. The school is accredited by the Accrediting Commission on Occupational Education and has ACE Guide recommendations, but it is more occupational in nature, not academic.

5. Defense Language Institute

SDSU will recognize baccalaureate credit listed on an official Defense Language Institute transcript. These units apply toward the 70 unit maximum rule for community colleges.

6. Defense Language Proficiency Test (DLPT)

DLPT credit could be listed on a Joint Services Transcript (JST) or possibly Defense Language Institute transcript. If DLPT exam credit and the Defense Language Institute Foreign Language Center in Monterey, CA both appear on a Joint Services Transcript (JST), SDSU requires the Defense Language Institute transcript to determine credit awards.

There are 33 different languages encompassed by the DLPTs. As of August 2007, there are 23 languages covered by the DLPT IV and 17 languages available as DLPT5. Units awarded for DLPT are included in the 30 unit max limit for credit by examination. Lower and upper division credit is awarded based on ACE Guide Recommendations in effect at the time the exam was completed.

- DLPT III and IV ACE credit recommendations are determined by the test scores (specifically “converted scores”) achieved on listening, reading and speaking tests as well as the difficulty of the language concerned. Languages are categorized from I (easiest) to IV (hardest), based on the difficulty of native speakers of American English may have in learning a foreign language.
- DLPT5 ACE credit recommendations are reported according to the ILR Proficiency Level Descriptors (0, 0+, 1, 1+, 2, 2+, 3, 3+, and 4).

Students must petition the Office of Advising & Evaluations for General Education credit. Students must petition and receive departmental approval to use DLPT credit to clear major and minor requirements.

Q. Platoon Leaders Class

SDSU will award units consistent with ACE Guide baccalaureate/associate degree category credit recommendations.

R. Seaman to Admiral 21ST Century-Naval Science Institute

As of 2007, SDSU will award ACE Guide credit recommendations in the baccalaureate/associate degree category.

CSU systemwide policies regarding academic credit for examinations, experiential learning and instruction in non-collegiate settings are detailed in Executive Order 1036.

Academic Credit Through Coursework

S. Credit for Upper Division Courses

Normally, only juniors, seniors, and graduate students enroll in upper division courses (numbered 300 through 599). However, a freshman or sophomore may enroll in an upper division course for upper division credit if the instructor consents.

T. Community College Credit

A maximum of 70 semester units earned in a community college may be applied toward the degree, with the following limitations: (a) no upper division credit may be allowed for courses taken in a community college; (b) no credit may be allowed for professional courses in education taken in a community college, other than an introduction to education course.

U. Concurrent Graduate Credit

Undergraduate students may request to have one or more courses may be held out of the undergraduate academic record (not fulfill any undergraduate degree requirements) to be potentially applied toward a graduate degree. “Concurrent graduate credit” is available for courses taken in the same term that the bachelor’s degree is earned. Concurrent credit cannot be granted retroactively after the bachelor’s degree is earned.

To request concurrent graduate credit, senior undergraduate students must submit a petition to the Office of the Registrar and meet the following criteria:

1. Concurrent graduate credit may be established for courses numbered 500 and above;
2. Have a minimum cumulative, SDSU, or major grade point average of at least a 3.0;
3. Be within one term of completing requirements for the bachelor's degree;
4. Attempts no more than a maximum of 15 units. The maximum number of units that may be earned as concurrent master's degree credit is determined by the difference between the number of units remaining for the bachelor's degree and 15;
5. Petitions must be submitted to the Office of the Registrar by the schedule adjustment deadline for the term in which the concurrent credit is earned;
6. The student must have an active graduation application for a bachelor's degree on file.

Requests and questions to this process and the eligibility criteria will be evaluated by the Office of the Registrar and Associate Vice President for Enrollment Management.

V. Post-Baccalaureate Credit

Undergraduate students may petition for post-baccalaureate credit in credentials that are coordinated through the College of Education, such as California teaching credentials and service credentials. Applicable to the Fifth Year Credential Requirement, concurrent post-baccalaureate credit may be earned during the final semester or summer term by seniors admitted to the College of Education who meet all the following qualifications:

1. Have a minimum grade point average of 2.85 on the last 60 units attempted.
2. Complete coursework in excess of graduation requirements during the semester (or summer term) when graduation occurs.
3. Attempt no more than 21 units during the final undergraduate semester.
4. Request no more than a maximum of 12 units of 300, 400, 500, or 900-numbered courses for post-baccalaureate credit.
5. Petition the assistant dean of the College of Education.
6. Submit petition before the end of the first week of classes of the final undergraduate semester (or term) when graduation occurs.
7. Graduate at the end of the semester (or summer term) the petition is made.

Extension courses are not acceptable for concurrent post-baccalaureate credit. Concurrent post-baccalaureate credit will not be granted retroactively.

W. Credit for Extension Courses

The maximum amount of extension and correspondence credit which may be accepted toward the minimum requirements for the bachelor's degree is 24 semester units.

Extension and correspondence credit are not counted in satisfaction of the minimum residence requirement. A maximum of nine units in extension courses at San Diego State University may be accepted as part of the requirements for the master's degree, graduate students are subject to limitations described above in Post-Baccalaureate Credit.

Continuing education courses offered by departments are of two kinds. The first includes regular courses listed in the catalog which are available for use by students in meeting college and university credit requirements of various kinds, and are usually at the upper division level. A second kind is offered by some departments at the X-01 through X-79 and X-397 level and serves to meet the needs of specific community groups.

Courses numbered 80 through 99 are nonbaccalaureate level and are not acceptable for a bachelor's degree; those numbered 100 through 299 are in the lower division (freshman and sophomore years); those numbered 300 through 499 are in the upper division (junior and senior years) and intended for undergraduates; those numbered 500 through 599 are in the upper division and are also acceptable for advanced degrees when taken by students admitted to graduate standing; those numbered 600 through 799 are graduate courses; and those numbered 800 through 899 are doctoral courses. Courses numbered at the 900 level, except 997, are reserved for graduate courses in certain professional curricula as part of advanced certificate, credential, and licensure programs and are specifically intended for students admitted to the university with post-baccalaureate classified standing. Courses numbered at the 900 level are not applicable to other graduate programs.

Courses numbered X-01 through X-79 and X-397 are Extension professional development units offered only through Extension to meet specific academic needs of community groups and are not acceptable toward an undergraduate or graduate degree.

Section 6: SDSU Policies Appendix

496 and 499 Courses, Use of

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

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

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

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

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

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

500 Level Course Proposal Justification

Departments planning to submit requests for new courses at the 500 level or requests to change the level of a course to 500 should be aware of the policy of the Graduate Curriculum Committee in regard to these courses.

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

656, Assembly Bill (McCarty) – CSU Independent Doctoral Authority

California's Master Plan of Higher Education, adopted in 1960, created three segments of public higher education with different functions among the University of California (UC), the CSU, and the California Community Colleges. UC was given exclusive authority to offer any doctoral degrees, while CSU may do so only if UC or a private Californian university agrees to partner on a joint doctoral program. Consequently, each time the CSU seeks an exception to offer a doctoral degree to address workforce or accreditation needs, separate legislation must be formally adopted. For example, since 2005, individual legislation has been necessary to grant the CSU authorization to offer doctoral degrees in Education, Audiology, Physical Therapy, Nursing Practice, Occupational Therapy, and Public Health. The CSU currently awards more than 600 doctoral degrees each year in these disciplines.

Goal of AB 656

To expand affordable access to post-graduate education to students and to address workforce needs in California by allowing California State University (CSU) campuses to offer doctoral degrees. Such offerings would not duplicate University of California's offerings in high-demand professional fields.

Requirements of AB 656

AB 656 would provide broad authority to CSU to offer independent applied or professional doctoral degrees that do not duplicate UC doctoral offerings. The bill requires CSU campuses desiring to offer doctoral degrees to provide data on workforce need and enrollment projections to the Board of Trustees (BOT) prior to approval. The bill also sets out a clearly defined process for handling duplication concerns with the UC.

Benefits of AB 656

AB 656 would allow the CSU to offer applied or professional doctoral programs without having to go to the Legislature individually for each program authorization. This will allow CSU doctoral programs to be developed in a timely manner in order to meet the state's workforce needs and provide affordable access to a practical doctoral degree to more California students.

900 Level Courses

Policy adopted by the Graduate Council, March 7, 1991

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

928, Assembly Bill, CSU General Education Policy Update



Nathan S. Evans, Ed.D.
Deputy Vice Chancellor, Academic and Student Affairs
Chief Academic Officer
CSU Office of the Chancellor
401 Golden Shore, Long Beach, CA 90802

www.calstate.edu

May 6, 2024

MEMORANDUM

TO: CSU Presidents

FROM: Nathan S. Evans, Ed.D.
Deputy Vice Chancellor, Academic and Student Affairs
Chief Academic Officer

SUBJECT: Updated CSU General Education Policy

On March 27, 2024, the CSU Board of Trustees approved amendments to Title 5 of the California Code of Regulations regarding CSU General Education requirements. During the month of April 2024, the draft updated general education policy reflecting these changes was shared with each university, the Academic Senate of the California State University, the Chancellor's General Education Advisory Committee and the Cal State Student Association. Each entity was asked to review the draft and provide feedback, which was used to finalize the policy. The updated [CSU General Education \(GE\) Requirements policy](#) has now been published and is available online.

The new CSU General Education (GE) Requirements policy becomes **effective in fall 2025**. New undergraduate students who enroll at either a California Community College or at the CSU in fall 2025 or later will follow the new general education requirements. Consistent with existing policy, continuing students may also elect to follow the new general education requirements at the point of declaring or changing a major, or at the time they file for graduation.

Each CSU must ensure that its campus general education program aligns with the updated CSU General Education (GE) Requirements policy for fall 2025. The primary modifications from the current CSU policy include:

- New labels and organization of the requirements (e.g., A2 Written Communication becomes 1A English Composition);
- A science lab experience is a distinct 1-unit requirement;

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

CSU General Education Policy Updates

May 6, 2024

Page 2 of 2

- One fewer lower-division course is included in the Arts and Humanities area; and
- Lifelong Learning and Self-Development has been removed from the requirements.

To support universities in the work of updating campus general education policies and corresponding curricula, the Chancellor's Office has provided \$4 million in one-time resources to support critical campus actions. Activities supported by these resources may include, but are not limited to, faculty buyouts of instructional assignments, faculty employment during "off-contract" periods, additional staff employment related to course articulation, as well as the use of consultants to address technical updates to degree planning and degree audit tools. Additional details regarding this allocation are provided in the attached document.

Chancellor's Office staff are available to assist with questions and review draft policies. For specific questions related to general education policy, please contact Dr. Brent Foster, assistant vice chancellor and State University Dean of Academic Programs, at bfoster@calstate.edu or 562-951-4149. Questions related to admissions, registrar or campus systems operations can be directed to Dr. April Grommo, assistant vice chancellor for Strategic Enrollment Management, at agrommo@calstate.edu or 562-951-4726.

NSE:lm

Attachment

- c: Mildred García, Chancellor
Dilcie Perez, Deputy Vice Chancellor, Academic and Student Affairs, and Chief Student Affairs Officer
Laura Massa, Interim Associate Vice Chancellor, Academic and Faculty Programs
Brent Foster, Assistant Vice Chancellor and State University Dean, Academic Programs
April Grommo, Assistant Vice Chancellor, Strategic Enrollment Management
Beth Steffel, Chair, Academic Senate of the CSU
Eniko Csomay, Chair, Chancellor's General Education Advisory Committee
Dominic Quan Treseler, President, Cal State Student Association
CSU Provosts and Vice Presidents for Academic Affairs
CSU Vice Presidents for Student Affairs

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Steven Relyea
Executive Vice Chancellor and
Chief Financial Officer
Tel 562-951-4600
srelyea@calstate.edu

April 15, 2024

MEMORANDUM

TO: CSU Presidents

FROM: Dr. Nathan S. Evans
Deputy Vice Chancellor, Academic and Student Affairs and Chief Academic Officer

Steven Relyea
Executive Vice Chancellor and Chief Financial Officer

SUBJECT: **Assembly Bill 928 Implementation Budget Allocation**

This memorandum outlines how supplemental, one-time funding will be allocated to support campus implementation of Assembly Bill 928, the Student Transfer Achievement Reform Act of 2021. During its March 2024 meeting, in considering Title 5 amendments required for the bill's implementation, the California State University Board of Trustees adopted changes to administrative regulations governing undergraduate admissions and CSU General Education (GE) within Title 5 that become effective in fall 2025. These changes will align CSU General Education Breadth areas and units with the new California Community Colleges' Cal-GETC curriculum so that all CSU undergraduates follow the same GE pattern.

To facilitate and expedite this implementation, the Chancellor's Office is providing \$4 million in one-time resources to support critical campus work. Activities supported by these resources may include, but are not limited to, faculty buyouts of instructional assignments, faculty employment during "off-contract" periods, additional staff employment related to course articulation, as well as the use of consultants to address technical updates to degree planning and audit tools.

Reflecting thoughtful recommendations from the Chancellor's General Education Advisory Committee, outcomes of this work may include:

- A review of each academic program and sub-program curriculum for GE change-related impacts. For example, assessing the impact of double-counted GE courses and the increase of one unit in the sciences;
- Updates, as necessary, to science programs and courses to reflect an additional unit;
- Determination of any actions related to five fewer required semester units in GE;

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

CSU Presidents
April 15, 2024

- Corresponding updates to degree audit, degree planner and articulation databases; and
- Reviews of the alignment of Transfer Model Curriculum/Associate Degree for Transfer (TMC/ADT) for additional university degree programs or sub-programs.

Funds have been allocated to universities based on two factors: 1) baseline work at each university necessary to address changes to admission eligibility requirements and general education requirements, and 2) variable work based upon the number of undergraduate programs and subprograms offered by each university. This latter factor reflects that each academic program will need to review and potentially revise curriculum or degree plans considering the GE changes. Allocations will be sent via an Interagency Financial Transaction (IFT) to each university's Provost's Office and may be carried forward into the 2024-25 fiscal year.

Questions concerning this memo may be directed to Laura Massa at lmassa@calstate.edu (Academic and Faculty Programs) or Jeni Kitchell at jkitchell@calstate.edu (Budget).

Attachment

c: Mildred García, Chancellor
Dileie Perez, Deputy Vice Chancellor, Academic and Student Affairs
Laura Massa, Interim Associate Vice Chancellor, Academic and Faculty Programs
Danielle Garcia, Associate Vice Chancellor and Chief of Staff
Jeni Kitchell, Executive Budget Director
Virginia Soto, Director of Operations, Academic and Student Affairs
Beth Steffel, Chair, Academic Senate of the California State University
Eniko Csomay, Chair, Chancellor's General Education Advisory Committee
CSU Provosts

Assembly Bill 928 Implementation One-Time Budget Allocation

University	One-time Baseline Allocation	Undergraduate Majors or Concentrations*	Major/ Concentration Allocation	Total One-time Allocation
Bakersfield	\$50,000	109	\$108,000	\$158,000
Channel Islands	\$50,000	62	\$61,000	\$111,000
Chico	\$50,000	131	\$129,000	\$179,000
Dominguez Hills	\$50,000	115	\$113,000	\$163,000
East Bay	\$50,000	196	\$193,000	\$243,000
Fresno	\$50,000	140	\$138,000	\$188,000
Fullerton	\$50,000	138	\$136,000	\$186,000
Humboldt	\$50,000	120	\$118,000	\$168,000
Long Beach	\$50,000	145	\$143,000	\$193,000
Los Angeles	\$50,000	139	\$137,000	\$187,000
Maritime Academy	\$50,000	8	\$10,000	\$60,000
Monterey Bay	\$50,000	67	\$66,000	\$116,000
Northridge	\$50,000	148	\$146,000	\$196,000
Pomona	\$50,000	108	\$107,000	\$157,000
Sacramento	\$50,000	134	\$132,000	\$182,000
San Bernardino	\$50,000	129	\$127,000	\$177,000
San Diego	\$50,000	227	\$224,000	\$274,000
San Francisco	\$50,000	120	\$118,000	\$168,000
San Jose	\$50,000	167	\$165,000	\$215,000
San Luis Obispo	\$50,000	162	\$160,000	\$210,000
San Marcos	\$50,000	86	\$85,000	\$135,000
Sonoma	\$50,000	95	\$94,000	\$144,000
Stanislaus	\$50,000	142	\$140,000	\$190,000
Grand Total	\$1,150,000	2,888	\$2,850,000	\$4,000,000

*Data from CSU Degrees Database as of April 1, 2024

1071, Executive Order

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

EO 1071: Delegation of Authority to Approve Subprograms Q&A

(Options, Concentrations, Special Emphases) and Minors and Coded Memorandum ASA-2017-02 Accurate National Enrollment and Degree Reporting

This Executive Order will require that each degree has a set of required courses that account for more than half of the total units required for the degree. For example, a 30-unit Master's program needs to have 16 or more required units that are completed by every student earning that Master's degree. The CO refers to these required units as the "core" for the degree. Colloquially, this Executive Order is often referred to as the "> 50% rule" or the "more than half

rule,” rather than EO 1071.

- For new programs (or new concentrations in existing programs), the final step is CO approval. Beginning 2017-2018, proposals that reached the CO and were not in compliance with the > 50% rule were returned for modification. Graduate and undergraduate programs that do not meet the “more than half rule” are expected to Graduate and undergraduate programs that do not meet the “more than half rule” are expected to develop a plan for degree revisions, and complete those revisions by April 2024.

During the consultation phase for revising Executive Order 1071 and Coded Memorandum ASA-2017-02, the Academic Senate CSU, campus senates, presidents, provosts, academic associate vice presidents, individual faculty and others provided feedback. The following questions represent the most frequently expressed concerns. Related answers were provided during the consultation period and are included below.

1. What do these new policies require?

Answer: To ensure accurate reporting of degree-related data, a Chancellor’s Office approved degree program title, associated CSU degree code, Classification of Instructional Programs (CIP) code, and CIP definition need to reflect more than 50 percent of the required major core. Subprograms (options, concentrations, special emphases, and similar) need to represent less than 50 percent of the major requirements.

2. What is a “major core”?

Answer: The major core or program core is the set of courses required of all students pursuing a major degree program. The core shall represent the majority of required units, allowing the program student-learning outcomes to be achieved by all enrolled students, regardless of subprogram pursued.

3. Does the revised executive order change the review process for adding concentrations and other subprograms? There appears to be an additional level of scrutiny beyond “giving notice.”

Answer: Presidents still have authority to approve concentrations, and the Chancellor’s Office is still responsible for ensuring that subprograms (options, concentrations, and special emphases, among others) comply with all applicable policies. Chancellor’s Office review of subprograms does not evaluate curricular coherence, rigor or similar review criteria.

4. Why is this distinction required?

Answer: When the Chancellor approves a campus degree proposal, a specific set of curricular requirements is approved, and an appropriate related CIP code (with an associated curriculum definition) is assigned for reporting purposes. The codes assigned are used to track enrollments, degrees granted, retention, time-to-degree, and financial aid, among other data. Through Intersegmental Postsecondary Education Data System (IPEDS), these CSU data are submitted to the federal government. We have learned that some campuses have added large-unit concentrations, options (and other subprograms) within approved degree programs, at the same time diminishing the curriculum originally approved by the Chancellor's Office. This can result in invalid IPEDS reporting.

Accurately aligning degree title, required courses, degree code, CIP code and the related CIP definition critical to providing valid data to IPEDS. Inaccurate reporting of data can result in resource consequences, including federal fines.

Other considerations include:

- Consistent titles, codes, and CIP definitions—across the CSU—result in a systemwide achievement of comparable meaning and integrity in degree programs with the same title.
- Students should receive a diploma with a degree title reflecting the majority of required courses.
- Employers should be able to understand the curriculum and student preparation represented by a degree title.
- Program degree requirements that align with the appropriate CIP code are critical to the processing of both undergraduate and graduate student visas, which are reviewed by the U.S. Department of Homeland Security, Immigration and Customs Enforcement.

5. Is conforming to IPEDS reporting requirements a sufficient justification for changing curriculum?

Answer: IPEDS reporting has not forced the curriculum to change, but a review of data has made us aware of irregularities in CSU degree programs. For the reasons explained above, this needs to be resolved.

6. Will this policy-update result in the loss of programs?

Answer: This policy is not a directive to reduce the number of degree programs. Campuses will make local decisions about how to bring high-unit subprograms into

compliance. As always, mission, societal demand and resources will be part of local decisions.

7. Will this cause degree programs in many disciplines to lose their accreditation?

Answer: Degree requirements are expected to comply with accreditation standards. Accrediting bodies (such as WASC) have placed increased emphasis on the meaning, quality and integrity of degrees, with a focus on student learning outcomes and program- level assessment. When the majority of required courses in a major are the same (a core), that provides greater meaning and integrity of the degree, no matter which concentration is pursued. Common student learning outcomes across a degree are required in order to conduct meaningful assessment and program review for ongoing quality improvement.

8. Will you allow all current programs that are out of compliance to remain that way (Can they be grandfathered in)?

Answer: In order to achieve accurate reporting, there will be no grandfathering allowed for out-of-compliance subprograms and unauthorized degree programs. Instead, campuses may decide among a number of choices for achieving compliance. The campus may adjust the proportion of courses in the major core and in the subprogram, may discontinue the subprogram, or may propose a new degree program developed from the subprogram.

9. Will graduate programs be treated differently than undergraduate programs?

Answer: All degree programs report to IPEDS; therefore, undergraduate and graduate programs are subject to the same policy requirements.

10. Do courses that come from other departments count as part of a degree core?

Answer: The courses required in the core are subject to these policies; there is no consideration of the department offering major core courses.

11. What is the process for discontinuing degree programs and subprograms?

Answer: Campuses are required to follow campus discontinuation policies.

12. What is the timeline for implementation?

Answer: Existing subprograms will be required to come into compliance by their next scheduled program review. Extensions may be granted for exceptional circumstances.

Program changes requiring Chancellor's Office action may be submitted at any time and do not have to be held until the next scheduled program review. Is there a different timeline for campuses undergoing quarter-to-semester conversion?

Answer: Programs found to be out of compliance have until the next program review to accomplish the needed changes. This may translate to from five-to-seven years beyond 2017, the year the revised executive order is implemented. If quarter-to-semester conversion requires additional time to address curriculum revision, the campus academic associate vice president may contact the Chancellor's Office to work out a reasonable accommodation.

13. How will campuses report the status of degree programs and subprograms to the Chancellor's Office?

Answer: By July 17, 2017, campuses shall report to APP@calstate.edu (1) a list of all degrees and concentrations, specifying those in compliance with the major-to-concentration proportion; and (2) the program review year by which compliance will be achieved. The CO will provide a template for each campus to use to provide this information. To collect this information most efficiently, campus academic AVPs may seek information from associate deans and department chairs.

Artificial Intelligence, Guidelines for the Use of Generative AI (GenAI) in Assessments and Deliverables at SDSU

Principles of use for generative AI (GenAI), including systems such as ChatGPT, Bard, and Bing, which can produce content in response to natural language queries, is becoming increasingly prevalent. Students need to understand the principles guiding GenAI use in assessments and deliverables. Proficiency, verification, and documentation are key principles to keep in mind:

A. Proficiency: Proficiency is more than just memorizing facts. It involves building flexible knowledge structures to solve problems and evaluate potential solutions. To use GenAI effectively, students should have a firm grasp of the subject matter.

B. Verification: Students must take full responsibility for GenAI-generated materials, ensuring they are accurate and factually sound. Generative AI can produce incorrect or misleading information, making verification crucial.

C. Documentation: Proper documentation is essential for all non-original ideas and sources, as GenAI may create fictional references, also known as "hallucinations." When documentation is required, students must follow standard practices for citing sources.

Classification Levels of Allowed Use of GenAI in Assessments and Deliverables: The following classification levels determine the permitted use of GenAI in-course assessments and deliverables:

- AI-1: Disallowed
- AI-2: Restricted
- AI-3: Documented
- AI-4: Unrestricted

Students submitting assessments and deliverables must adhere to specific transparency, documentation, and accuracy requirements. The classification of each assessment or deliverable will determine the level of AI use allowed:

AI-1 - Disallowed: Generative AI tools are strictly prohibited in this assessment or deliverable. Any use of AI will be considered a violation of academic integrity.

AI-2 - Restricted: In this assessment or deliverable, students may use AI, but with restrictions and documentation requirements specified by the instructor.

AI-3 - Documented: Students can use AI in any manner for this assessment or deliverable, but they must provide appropriate documentation for all AI use.

AI-4 - Unrestricted: Generative AI tools can be used without restrictions, and documentation is not required.

Safe and Compliant Use of AI: These guidelines apply to assessments and deliverables within the educational context, not in research with human subjects or otherwise. It's important to note that most commercially available AI systems do not comply with HIPAA or FERPA protections.

SDSU is committed to the security and well-being of our faculty, staff, and student community. As we embrace the potential of GenAI, we'd like to offer some best practices to maximize the user experience while minimizing risks:

Safeguarding Personal and Sensitive Information:

- Exercise caution when interacting with GenAI platforms to prevent unintended disclosure of confidential or sensitive information.
- Always review GenAI-generated content to ensure it does not inadvertently contain sensitive or confidential details

Navigating Biases and Verifying Information:

- Understand that GenAI models can inherit biases in the data they were trained on.
- Validate the accuracy of information sourced from GenAI by cross-referencing it with trusted resources.

Ensuring Clarity and Context:

- Opt for clear and explicit phrasing to improve a GenAI system's understanding of your queries and reduce potential misunderstandings.
- GenAI systems may not fully understand sarcasm, irony, or complex contextual cues.

Leveraging Critical Thinking:

- Utilize your judgment to critically assess the output from GenAI technologies, particularly for nuanced or controversial subjects.
- Remember that GenAI tools are not infallible and should not be the sole basis for significant decisions.

Cybersecurity Vigilance:

- Be aware that GenAI technologies can be exploited for sophisticated phishing scams or cybersecurity threats.
- Constantly scrutinize GenAI-generated messages and links for authenticity and report any suspicious activity to the IT Security Office - security@sdsu.edu

Continuous Learning and Updates:

- Stay updated on institutional guidelines and policies concerning GenAI technologies.
- Participate in university-offered training sessions to enhance your understanding of GenAI's capabilities, limitations, and associated cybersecurity risks.

Appendix

Standards for acknowledging the use of GenAI when allowed: When assessments or deliverables fall under AI-2 or AI-3 classifications, students must provide documentation regarding their use of generative AI. This documentation can take the form of primary source citations or summary statements, as specified by instructors. It's important to note that while GenAI content may include references to primary sources, experts may not review it, and source references may not always be accurate.

Primary Source Citation: Assignments may necessitate the inclusion of primary source citations. It's important to note that while GenAI content may contain references to primary sources, the output generated by GenAI is not subject to expert review, and the source references may not always be accurate. In cases where primary source citations are mandated, all factual statements in the work must be attributed to the original sources following standard prescribed citation styles.

Summary Statement: For specific assignments, providing a summary statement that discloses the utilization of generative AI and describes its application may suffice. These summary statements should include details such as the name and URL of the AI system, the specific purpose for which generative artificial intelligence was employed, the prompts that were used, and how the AI-generated output was utilized or modified:

I hereby acknowledge the use of [insert AI system(s) and link] for [specify the particular use of generative artificial intelligence]. The prompts employed in this process encompass [list of prompts]. The outcomes generated by these prompts were utilized to [clarify the use].

Example: I acknowledge using [1] ChatGPT to [2] generate materials for background research and self-study to create this assignment. On October 31, 2023, I employed the following prompts:[3] Compose a concise 50-word summary detailing the establishment of San Diego State University. Present it academically, including references and quotations from President Samuel T. Black. [4] The results produced by the generative artificial intelligence were adapted and refined for the final response.

Centers, Institutes, and Similar Entities, Policies on

Policy adopted by Academic Deans, January 23, 1991; Revised by Senate July 1998, October 2001, September 2005, May 2008; May 2023

The establishment of centers, institutes, and similar entities at San Diego State University supports and enhances the teaching, research, and service missions of the institution. The activities conducted by these types of organizational units are important to the development of innovative solutions to pressing challenges as well as to the training of our future workforce and our commitment to community impact. As such, these organizational units serve to bring together students, faculty, and community partner organizations with common interests.

This document summarizes the policies, guidelines, and criteria applicable to creating a new SDSU center or institute, annual and periodic reviews, reporting responsibilities of approved SDSU centers and institutes, and the dissolution or termination of SDSU centers and institutes. The purpose of these policies and guidelines is to provide a standard process for creating, reviewing, and terminating centers and institutes. College policies for centers and institutes should be consistent with the policies and guidelines outlined in this document.

1. Applicability

The policies and guidelines included in this document apply to any organization within SDSU that is called a center, institute, or other designation (e.g., Academy) without regard to sources of funding, university initiatives, or external gifts.

2. Guidelines for Establishing a New Center or Institute

2.1. Proposals

Proposals to create a new SDSU research center or institute are authorized under CSU Memorandum AA-2014-19. Please consult this document first for basic procedural and operational policies concerning the establishment of centers and institutes. Centers and institutes can reside in a single college or multiple colleges (e.g., the College of Science and the College of Health and Human Services) as in the case of interdisciplinary, multidisciplinary, or transdisciplinary collaborations. For example, centers or institutes can also span multiple institutions (e.g., SDSU and UCSD); however, an MOU may be required, depending on the partnering institution or shared resources. Centers and institutes shall have the ability to sponsor academic programs, continuing education programs, and/or conferences/workshops and to prepare academic curriculum to be reviewed through the normal academic internal procedures of the College(s) or University. Any academic programs or continuing education programs, including those via Global Campus, must be endorsed by the college.

Any new proposed SDSU center or institute should not significantly overlap in purpose and scope to any existing approved center or institute. Prior to submitting a proposal for a new SDSU center or institute, please review the current list of approved centers and institutes to determine if overlap exists.

The center or institute may be virtual or physical. Any SDSU faculty member or members seeking to establish a center or institute shall submit a formal written proposal to the Dean of the college in which the interim or named director of the proposed center/institute resides. If the proposed center or institute has faculty members from multiple colleges and/or co-directors, the written proposal should be submitted to the

Deans of the colleges involved.

Proposals must indicate whether the new center or institute is primarily a research center/institute (e.g., the primary mission of the center/institute is focused on research or scholarship, including creativity activities) or primarily a center or institute focused on education, and/or training, and/or community engagement (e.g., the primary mission of the center/institute is not focused research). It is important to note a research center/institute could also be community-engaged or provide training or a center/institute focused on training or community engagement institute could be involved in some level of research or evaluation. However, the determination of the type of center or institute should be based on the primary focus of the proposed center/institute.

2.2 Center and Institute Proposals

Please include the following information in your proposal for a new SDSU center or institute.

1. Designate whether this is an application for a research-focused center/institute, or a center/institute focused on education, and/or training, and/or community engagement.
2. The name of the new center or institute (see Attachment A for guidance on what distinguishes a center from an institute). The term bureau shall not be used to describe these types of organizations.
3. The purpose or mission of the center or institute and a description of the major planned activities in which the center or institute will engage, including the roles of center/institute faculty, students, and affiliated community partner organizations (if applicable).
4. A description of how the center/institute aligns with the mission and strategic priorities of the CSU, SDSU as well as the college(s) and academic unit(s) involved. This should also include how the center will contribute to the education and training of SDSU students.
5. For research centers/institutes, the proposal must also include a preliminary research agenda, future grant submission plans, as well as brief research project descriptions that are planned for the center/institute.
6. The center or institute's organizational structure and operating procedures, including the name of an interim director or permanent director and a process by which a permanent director is selected and evaluated if a permanent director has not been named. A co-director leadership structure may be appropriate. Please indicate this proposed structure in the application.
7. The appropriate college Dean(s) will make final approval of the director. Directors will be reviewed by college Deans every five years (see section 4.2) for renewal of appointment.
8. A list of all the principal faculty members involved in the center/institute, including research faculty (a center/institute must include at least three SDSU faculty members; for a multiple institutional center or institute, at least two faculty members must come from partnering institution(s)). This should also include a procedure for how new faculty will be selected to participate in the center/institute as well as how faculty may be removed from being listed as participants. The addition or removal of faculty from a center should be done annually and be included in the annual brief report (see section 4.1).
9. A description and a detailed projected budget of the center or institute's initial or potential funding sources (e.g., SDSU Research Foundation funds, grants funding, stateside funds, etc.). Please include any seed funding being provided by a college, department/school, or other university unit, including release time, salaries, equipment, or travel funds.

10. If space is needed for the center or institute, provide a detailed explanation of how the space will be allocated and funded (if applicable), the location of the space, and whether it is stateside or SDSU Research Foundation space.

11. Proposals to create a new SDSU center or institute must include clear support from the academic unit(s) involved. Please include a letter(s) of endorsement from all the college Dean(s) whose faculty will be involved in the center or institute as well as the Dean(s) or appropriate administrator(s) from partner institutions (if applicable).

2.3 Proposal Submission and Review

- Proposals (PDFs) should be submitted to the Deans(s) of the college in which the interim or named director (or co-director) of the proposed center/institute resides. Please copy the Associate Vice President for Research Operations on the email submission.

- Proposals must be submitted by the second Friday of the month to ensure review at the following Dean's Research Council meeting which is held the second Wednesday of the month. Proposals submitted after this deadline will not be reviewed at the next month's meeting but at the following month's meeting.

- If a college has a center/institute review policy, this timeline may be longer dependent on college review. However, it is expected the review process will be completed in three months.

- The Dean's Council will review applications for new SDSU centers/institutes and make a recommendation for approval to the Provost (for centers or institutes focused on education, and/or training, and/or community engagement) or the Vice President for Research and Innovation (for research centers or institutes).

- Center or institute directors will be notified within one week by the Associate Vice President for Research Operations (AVPRO) of the Provost's or Vice President for Research and Innovation's decision.

- Incomplete applications will be returned to the submitting faculty member(s) with comments about what is needed for a complete application.

- If approved, the original copy of the proposal with approval signature shall be returned to the Provost's office, the Division or Research and Innovation, as well as to the appropriate college

Dean(s). The approved center or institute shall then be added to the list of centers/institutes sent annually to the Chancellor's Office.

- The resubmission of a non-approved center or institute proposal is possible and will depend on the reasons for non-approval from the Dean's Council.

3. Policies

3.1 Fiscal Issues

- The director of a center or institute is responsible for the oversight of center/institute funds.

- A center or institute is not a legal entity and may not handle funds directly or open bank accounts in the name of the center or institute. The SDSU Research Foundation (SDSURF) shall handle external sources of funding. Center or institute directors should work with their SDSURF grants specialist and the SDSURF director of sponsored research administration to determine what type of fund should be established depending on the nature of external revenues. Center or institute directors should work with college resource managers for any stateside funding that may be provided to the center or institute.

3.2. Center or Institute Name Change

- Any substantive changes to a center or institute (e.g., name, location, focus, director(s), etc.) shall be submitted to the Dean(s) of the college(s) in which the center or institute resides. In the case of centers or institutes that involve several colleges, changes should be sent to all of the appropriate Deans.

- Recommendations for the change(s) will be made by the Dean's Council to the Provost (center or institute focused on education, and/or training, and/or community engagement) or to the Vice President for Research and Innovation (research centers or institutes). The Provost and/or the Vice President for Research and Innovation will make the final approval of the change.

4. Reporting

4.1. Annual Reports

- During the first week of November of each academic year, the AVPRO and the Vice Provost will send the directors of all approved SDSU centers or institutes a link to a brief annual report that will need to be completed before the end of the fall semester.
- In accordance with CSU Memorandum AA-2014-18, SDSU shall provide an annual list of all active, approved centers and institutes to the Assistant Vice Chancellor for Research Initiatives and Partnerships for the purposes of updating the system-wide website.
- Contents of Annual Reports (these will be provided electronically to the Center/Institute Director) shall include:
 - The center/institute name.
 - Type of center/institute (e.g. research focused).
 - Director's (co-director's) name(s), including any leadership changes since the last annual report.
 - A list of all SDSU faculty who have joined or left the center in the past year. Current web address (URL). Websites shall adhere to all SDSU cyber security requirements.
 - A summary of center/institute activities for the previous 12 months. This could include relevant publications, art exhibits, performances, community outreach activities or new collaborations, grants/contracts secured, invited lectures, etc.
 - College Deans will be provided with the annual reports for the centers and institutes in their respective colleges. This is informational only.
 - Annual reports will be managed by the AVPRO and the Vice Provost.
- Failure to submit the required annual report may result in the termination of the Center/Institute (see section 4.3)

4.2. Center/Institute Periodic Reviews (5-year reports)

- At intervals of no more than five years, the Director of the center/institute shall provide a five-year report to the Dean(s) of the college(s) in which the center/institute resides.
- In the first week of February of each academic year in which reports are due, the AVPRO and the Vice Provost will send report templates to center and institute directors. Reports shall be submitted for review to the appropriate college Dean(s) by the first week of May of the spring semester.
- The report shall include the following:
 - The history and mission of the center/institute (this only needs to be reported for the initial periodic review and does not need to be completed for subsequent reviews).
 - The contribution of the center/institute to the mission of the CSU, the college(s), and SDSU?
 - Faculty, student, and community member involvement.
 - An executive summary of the previous five years of annual reports. A summary of achievements, activities, and programs of the center or institute (past 5 years).
 - The financial status of the center or institute, including any extramural or intramural funding support.

- o Five-year plan for the center or institute, including plans for maintaining or enhancing fiscal stability.
 - o Any changes to the original operating procedures, the organizational structure, or the mission of the center/institute.
 - Colleges shall provide a recommendation as to whether the center/institute shall continue, continue with stipulations, or a recommendation of dissolution. The recommendation shall include a rationale(s) for the recommendation.
 - The college recommendation will be discussed by the Dean's Council and the Dean's Council will provide a final recommendation to continue, continue with stipulations, or a recommendation of dissolution to the Provost and Vice President for Research and Innovation.
 - Colleges shall develop and provide review processes and criteria to center and institute directors concerning the continuation or dissolution of the center/institute. The Provost and Vice President for Research and Innovation will make the final decision as to the continuation or dissolution of a center or institute.
- 4.3. Dissolution or Discontinuation of a Center/Institute
- Failure to submit an annual report or periodic review may lead to the dissolution of a center/institute.
 - The Provost and the Vice President for Research and Innovation will provide in writing, the decision to discontinue a center or institute to the center/institute director(s) as well as the Dean(s) of the appropriate college(s).
 - o A decision to discontinue a center or institute can be appealed by writing a formal appeal to the Provost (center or institute focused on education, and/or training, and/or community engagement) or the Vice President for Research and Innovation (research center or institute) with copies to the Dean(s) of the appropriate colleges(s).
 - o Appeals will be reviewed by the Dean's Council. A disposition of the appeal shall be provided to the center or institute director(s) one week following the Dean's Council meeting.
 - A request to discontinue a center or institute should be initiated by the center or institute director(s) by submitting a memo to the appropriate college Dean(s). The memo should include the reason for the discontinuation request. The college Dean(s) shall then notify the Vice Provost and AVPRO of the request.
 - A discontinued center/institute can be reinstated only upon submission of a new proposal and following the same procedure for review of a new center/institute.

Attachment A

Please use the following definitions of an Institute and a Center to determine the appropriate naming convention for your proposed organizational unit and for use in your application document.

Center. Centers are organized units that can serve to foster research/scholarship, public service, and/or teaching and focus on a specific topic, issue, or goal. The focus of a center is much narrower than the focus of an institute. (e.g., studying the effect of food insecurity on learning in children and adolescents as opposed to studying food insecurity or providing training to educators who work with children who are food insecure). Centers may require the efforts of faculty, staff, and/or students from multiple departments, schools, or colleges at SDSU as well as collaborative institutions. Centers may provide a vehicle for interdisciplinary research, interprofessional education, or external partnerships with agencies who are interested in a similar topic or goal. Centers can serve as a link between academic and professional communities.

Institutes. Institutes are organized units that serve for the coordination and promotion of faculty interests that are broad (e.g., a research focus on food insecurity or a focus on

working with community partners to reduce food insecurity in San Diego County) and serve to foster research/scholarship, public service and/or teaching. The breadth of projects within an institute transcends the boundaries of a department, school, college, or university and is inherently interdisciplinary. Similar to a center, an institute can also serve as a link between the academic and professional communities and are composed of an interdisciplinary group of faculty, students, and other professionals. Research conducted by an institute could lead to public service activities or programs that help advance the goals of an institution.

Attachment B

This checklist was developed to help you track required components of a new center or institute proposal.

1. Type of center or institute (research center/institute or center or institute focused on education, and/or training, and/or community engagement).
2. The name of the new center or institute (see Attachment A for guidance on what distinguishes a center from an institute).
3. The purpose or mission of the center or institute.
4. Description of how the center or institute aligns with the mission and strategic priorities of SDSU, the college(s), and the academic unit(s) involved.
5. Preliminary research agenda for the center or institute (research centers/institutes only).
6. Organizational structure and operating procedures of the center or institute.
7. A list of the principal faculty members and staff involved from SDSU and other institutions (if applicable).
8. Description and detailed budget of the center or institute.
9. A description of whether space is needed for the center or institute. If space is needed, provide a description of the space that is needed for the center or institute.
10. Letter(s) of endorsement from Deans, Chairs, Directors at SDSU or appropriate administrator(s) from partner institutions.

Completion of Requirements for the Major, Time Limits

Policy adopted by the Senate, December 10, 1985

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

Computer Courses – Graduate

Policy adopted by the Graduate Council, March 21, 1985

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

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

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

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

Concentrations, Emphases, Minors, WASC

Proposals for New Concentrations*, Emphases, and Minors

With Revisions Through 2014

Each new concentration, emphasis, and minor is subject to review unless it is exempted under the provisions of Executive Order 1071 (See Appendix), which delegates approval authority to the presidents. While campuses may have unique definitions, 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. Programs not meeting the above criteria will be designated by the campus as a “specialization.”

NOTE: Changes to concentration titles may be approved at the campus level as long as the title changes are minor.

* Including Doctoral Concentrations.

Requests for a specialization within a major may be submitted and do not require Chancellor's Office approval. Programs approved as an emphasis or concentration will be noted on students' transcripts and diplomas. Specializations are not listed on these two documents.

A minor is a formal aggregate of courses in a designated subject area distinct from and outside the student's degree major, consisting of 15-24 semester units. Normally 12 units of coursework in the minor will be upper division.

The information required for review and approval of a proposed concentration, emphasis, or

minor is less detailed than for a full degree major program. Requests for approval of a concentration, emphasis, or minor should follow the format below. The proposal must include a Resource Impact Statement.

1. Name of the campus submitting the request and the full and exact title of the proposed aggregate of courses, whether it is a concentration, 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. Concentrations or 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. Goals for the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program. 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. Advising “roadmap” that has been developed for the new emphasis or concentration.
11. 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.
12. 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.

13. In addition to planning for the direct instructional costs of a new program, there is general agreement that in a time of declining resources, greater attention also needs to be devoted to assessing opportunity costs. While recognizing the great difficulty of identifying such new programs' costs—possible negative effects on the quality of other existing programs, foregone opportunities for mounting other new programs, inability to increase resource allocations to existing programs, etc.—we are requesting that each proposal for a new program address this question and suggest the following as an interim approach:

- a. Careful assessment of the direct costs of implementing and sustaining the program, including evidence that the campus has identified and is prepared to (re)allocate sufficient resources to the new program to ensure a reasonable chance for its success on a quality basis.
- b. Identification, if possible, of the source of resources to be reallocated, and assessment of the impact on the area(s) losing resources.
- c. Relation of the new program to the campus' mission and to its academic master plan, including consideration of whether implementation might preclude the establishment of other planned programs.
- d. Consideration of whether the new program represents the best possible use of campus resources. This includes such concerns as the need on an immediate and continuing basis for program graduates (relative to other program possibilities) and scarcity of program alternatives for students in a region, either through lack of programs or program impaction elsewhere.

Proposals for new programs must be supplemented by specific information on the above.

14. Include a complete proposed catalog description (catalog output blocks). For more information, visit the [Academic Program Approval Requests document](#).

Course Classification System

In accordance with the Chancellor's Office guidelines affecting faculty staffing, each course offered at the university is assigned a classification code known as the C/S classification. A course is designated C1–C21 or S23, S24, S25, S36, or S48 to describe the mode of instruction (e.g., lecture, laboratory, activity, seminar), the approximate number of students to be enrolled

and the workload credit (weighted teaching units) to be assigned to the instructor responsible for the course.

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

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

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

How to Change a C/S Number

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

Course Prerequisites

Policy adopted by the Senate, December 5, 1978; revised March 2023

UNIVERSITY POLICIES: Academics Course Prerequisites

1.0 Prerequisites for each course shall be stated in the Catalog course description. Students shall complete a course prerequisite or its equivalent before registering for the course. Students who have not completed the prerequisite shall notify the instructor by the end of the second week of class in order that the instructor may determine whether the student has completed the equivalent of the prerequisite. This policy shall be stated in the Class Schedule.

2.0 Each department or school shall review its courses and submit proposals to reaffirm, modify, or delete existing prerequisites or to add new prerequisites according to the following guidelines:

2.1. Departments and schools shall clarify upon what basis the consent of the instructor is to be given if such consent is a course prerequisite.

2.2. Departments and schools shall be aware that upper division and senior standing are determined solely on total number of units completed. Such standing shall not guarantee that prior coursework has been completed in the discipline.

2.3. Departments and schools shall devise systems for monitoring the enforcement of their own prerequisites, such as requiring students to sign a statement indicating where and when prerequisites were completed and what grade was received.

2.4. Departments and schools may use “strongly recommended” or “recommended” instead of “prerequisite.”

2.5. Students retain catalog rights with respect to prerequisites. Prerequisites added to a course in subsequent catalog years shall not be imposed on students with prior catalog rights.

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

Policy adopted by the Graduate Council, March 21, 1985

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

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

Course Scheduling Guidelines for Short- Term Undergraduate Courses

Regardless of the length of the term, all courses need to meet certain conditions to ensure lasting learning. All courses should not only meet the required number of hours, but should also offer the student an opportunity to prepare, to study, and to cogitate for the required hours, as stated in the SDSU University Catalog.¹

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

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

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

Credit/No Credit Courses – Undergraduate

Policy adopted by the Senate, April 1977

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

Credit/No Credit Courses – Graduate

Policy adopted by the Graduate Council, October 1977

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

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

Degree Program Discontinuation

(Policy adopted by the Senate February 10, 1981)

Discontinuance of an Academic Program

Code: EP&R 79-10

An Academic program is defined for this purpose as a sequence of courses leading to a degree.

1. Each campus shall have written procedures, approved by the Chancellor, for the discontinuance of academic programs. These campus procedures are to be based on the following general provisions, insofar as possible:
 - a. A proposal to discontinue an academic program will ordinarily be the result of

- a regular or ad hoc review of the program.
 - b. The review shall include broad consultation with groups or persons likely to be affected by the discontinuance, including enrolled students.
 - c. The proposal shall specify mechanisms to permit enrolled students to earn their degrees.
 - d. The president shall review the proposal with the advice of the campus academic senate and/or appropriate representative committees constituted for this task.
2. All proposals for program discontinuation are subject to review by the Chancellor. This review will be conducted within the following guidelines:
- a. The campus president shall inform the Chancellor of the proposed discontinuation.
 - 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 factor or official discontinuation of an academic program before the Chancellor has commented on the proposal.

Ed.D. : California State University Ed.D. in Educational Leadership Degree Implementation Proposal Template

Campuses are asked to submit to Academic Program Planning (APP) proposals following this template. Please submit six hard copies via US mail (CSU Academic Program Planning 401 Golden Shore Long Beach, CA 90802-4210) and one Word version via email to APP@calstate.edu. This form is to be used only for programs that are to be offered solely by a CSU campus or CSU campuses jointly. Further Ed.D. program planning resources are available at the Academic Programs, Innovations & Faculty Development page. Questions may be directed to: Christine Mallon, Dean, Academic Program Planning, at (562) 951-4672 or APP@calstate.edu.

This format was designed to streamline WASC and CSU proposal review processes as much as possible, with the intention to facilitate preparation and electronic submission of the WASC Substantive Change Proposal.

Important:

- Please retain the CEPC criteria designations, which appear in bold in the proposal headlines.
- Elements in common with the WASC Substantive Change Proposal are featured in italics.

I. Overview

- a. Name of degree program proposed—"Ed.D. in Educational Leadership"
- b. Initial date of offering
- c. Projected number of students and type of student the program is designed to serve (adult learners; full-time or parttime employed students)
- d. Timeframe for course delivery (e.g. accelerated program, weekends only, traditional format)
- e. Length of the program for the typical student to complete all degree requirements
- f. The names of the departments, divisions, or other units of the campus(es) that will have primary responsibility for administering the program
- g. The names and titles of the individuals primarily responsible for drafting the proposal

II. Program Rationale

The rationale for proposing the program, including:

- a. Description of how the program philosophy, design, and pedagogical methods suit the target student population
- b. Justification for introducing the program at this time

III. Summary of Employment Prospects and Workforce Demand

- a. Fit with the campus' mission and strategic goals (CPEC— Appropriateness to Institutional and Segmental Mission) A list of similar doctoral programs offered or projected by California institutions (state clearly how the proposed program differs from the existing programs listed) (CPEC— Number of Existing and Proposed Programs in the Field)
- b. A summary of the employment prospects for graduates of the proposed program and the professional uses of the proposed program (CPEC—Societal Needs)
- c. Regional need for program, as identified by partners. What local needs do partners intend to address through the help of program graduates? (CPEC—Societal Needs) and (CPEC—Advancement of Knowledge)

NOTE: Proposals will need to indicate the ways in which the curriculum has been designed in response to California Education Code California Education Code Section 66040.3, which authorized the CSU to offer the Doctor of Education degree as specified in that law.

IV. Student Demand

The case for student demand can be made stronger by summarizing the enrollments in related community college certificate programs, and related master's programs on the campus or in the service area.

Enrollment Projections

- a. Enrollment projections for the first five years
- b. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels beyond the first cohort—summary only, not the full study. (CPEC—Student Demand)
- c. Explain how the program will provide for the continuing participation of students who do not complete their degree requirements within three years.

V. Program Context and History

- a. A description of how the proposed program relates to existing programs on the participating campuses, especially to closely related master's and doctoral programs.
- b. The number, variety, and longevity of the doctoral programs currently being offered, including student enrollment data and degree completion and non-completion rates for previous or current joint doctoral program—three to five years of data should be provided
- c. If the campus is a partner in an existing joint Ed.D. program: Indicate whether the joint doctoral program(s) will continue;
 - Submit a copy of the proposal to discontinue the joint Ed.D. program, including provisions for teaching out the program. Follow the instructions provided in Coded Memo AA-2006-42.
 - A discontinuation checklist is available Submit a copy of the Chancellor's permission to discontinue the joint Ed.D. program.

VI. Partnership with Public Elementary and Secondary Schools and/or Community Colleges (CPEC—Societal Needs)

- a. A list of public school districts, schools and/or community colleges that are partnering with the campus(es) in the development and operation of the proposed program
- b. Consistent with California Education Code Sections 66040-66040.7, the role of school district, school, and/or college partners in program design, candidate recruitment and admissions, teaching, and program assessment and evaluation
- c. Other involvement of school districts, schools and/or colleges in the program d. Listing of the P-14 personnel participating in partnership meetings.

VII. Information About Participating Department(s) or other CSU Campuses (if applicable)

- a. A description of how the proposed program is expected to draw support from existing programs, departments, and faculty

- b. Provisions for partnership among participating departments
- c. Letters committing to partnership

VIII. Governance Structure for the Program (consistent with systemwide requirements as detailed in California Education Code Sections 66040.3(b) and EO 991)

- a. Membership and responsibilities of groups, boards, and committees
- b. Participation, as appropriate, by program faculty; other faculty; administrators at the department, college, and university levels; regional public school and college educators; students in the program; and alumni of the program
- c. Program bylaws or a statement affirming that bylaws are being developed
- d. A description of how the governance structure complies with the provisions of California Education Code Sections 66040.3(b) and allows for substantial and meaningful participation by P-12 and community college partners.

IX. Faculty

- a. A listing of program faculty and their research and professional interests related to the program (P-12, community college, adult learning, research methods, etc.)
- b. The criteria for choosing core doctoral faculty, affiliated doctoral faculty, and other faculty members for participation in the program¹
- c. Number and type of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness
- d. Faculty background and experience to engage in doctoral- level instruction. Include copies of abbreviated faculty vitae (or summaries of 3-5 pages addressing an overview of the key credentials, publications; if applicable, for primary faculty responsible for the program, include prior experience supervising dissertation work).
- e. Strong proposals will demonstrate with specific numbers that as the program admits new cohorts, there will be enough faculty headcount to undertake dissertation supervisions, examination committee responsibilities, and teaching assignments. Please include formal campus commitments to faculty expansion, based on careful planning.
- f. If more than one campus is participating, provide a description of how the faculty expertise and resources at one participating campus complement the faculty expertise and resources at the other participating campus(es).

¹ The criteria must incorporate pertinent systemwide standards. The criteria applicable to a full-time faculty member whose primary affiliation is with the university may differ from the criteria applicable to a part-time faculty member whose primary affiliation is with a P-12 institution or a community college. The criteria may also vary with the type of participation in the program.

X. Resources (CPEC—Total Costs for the Program)

During the December 2006 meeting of the CSU Executive Council, fiscal issues related to the

Ed.D. programs were addressed, and it is expected that proposals will reflect the system's recommended guidelines for fiscal planning, which were presented in that meeting. A brief review of existing financial, physical and information resources supporting the program, including research support within the institution, library support appropriate for doctoral degree work, physical facilities, and stability and sufficiency of financial resources.

- a. A summary of resource requirements for each participating institution by year for the first five years, including:
 - FTE faculty
 - library acquisitions
 - computing costs
 - equipment
 - space and other capital facilities (including rented facilities, where applicable) other operating costs
- b. A description of the intended method of funding the additional costs (including fee structures, internal reallocation, and external resources) and effects of the method of funding on existing programs Note: Section 66040.5(a) of the California Education Code states: Enrollment in these [Ed.D.] programs shall not alter the California State University's ratio of graduate instruction to total enrollment, and shall not come at the expense of enrollment growth in university undergraduate programs.
- c. The financial structuring of the programs should address the specific issue of the cost associated with students who lag in completing the dissertation.
- d. Where the campus plans to expand faculty resources, provide documentation of the campus commitment to and specific budgetary resources for acquiring additional faculty with the appropriate credentials experience (including recent scholarship and publications and doctoral dissertation advising).

XI. Admission Requirements

- a. Admission criteria, including: undergraduate, master's- level, and, if appropriate, other postbaccalaureate preparation for admission; other admission requirements; and provisions, if any, for conditional admission of selected applicants who do not meet all the requirements for admission
- b. Identify the type of student targeted and qualifications required for the program.
- c. Credit policies, including:
 - The number of credits that students may transfer in to the program
 - The distribution of credits allowed or required at the master's, doctoral, and combined doctoral and master's levels.
- d. Academic residence requirements

XII. Detailed Statement of Requirements for the Degree²

The statement should include all of the following elements that are applicable to the proposed program:

- a. Unit requirements
- b. Criteria for continuation in the program
- c. Criteria for satisfactory progress
- d. Academic disqualification
- e. Foreign language requirements, if any
- f. Field experiences, if any
- g. Internships and monitoring procedures—if internships are required
- h. Field examinations, written and/or oral, if any
- i. iWritten qualifying examinations
- j. Dissertation proposal
- k. Dissertation examination
- l. Dissertation
- m. Final examination oral defense of dissertation
- n. Other demonstration of student competence, if any
- o. Special requirements for graduation or distinctive elements of the program

² All requirements must incorporate pertinent systemwide standards. Please see [Academic Programs, Innovations & Faculty Development page](#).

XIII. Curriculum

- a. Listing of core courses, identifying those that are required
- b. Listing of specialization courses, identifying those that are required
- c. Listing of additional recommended courses
- d. Total number of units required
- e. Length of the program for the typical student to complete all degree requirements
- f. Draft catalog description of the program
- g. Draft catalog descriptions of existing and proposed courses
- h. For each Ed.D. specialization, a matrix demonstrating how the core and specialization courses ensure coverage of core curricular elements. Please use the matrix template enclosed at the end of this packet.
- i. Sample schedule of courses for a full cycle of the program.
- j. Provisions for accommodating the enrollment of professionals who are working full time
- k. Provisions, as appropriate, for students in the program to complete requirements for the Professional Clear Administrative Services Credential (Tier II)

XIV. Assessment and Accountability (CPEC—Maintenance and Improvement of Quality)

Programs will need to develop formal assessment plans and should not rely on regular 5-year

program review cycles or NCATE accreditation to provide insight about how well students are learning or how well the program meets its objectives. While program goals and student-learning outcomes goals should both be assessed, it is recommended that a clear distinction be drawn between the two. Program goals should drive program assessment, and core concepts should drive the curriculum and its assessment. Both should be related, so that the curriculum carries out the program goals.

Dissertation goals should be included among student learning goals, with outcomes assessed using a dissertation-evaluation rubric. Embedded assessment, conducted in courses, can reveal how well students are achieving the stated learning outcomes, and are a valuable tool for improving curriculum and pedagogy. Indicate how regularly planned analysis of assessments will allow faculty to adjust the program, as appropriate, to support learning effectiveness.

Assessment Plan

- a. Include School/College and Ed.D. Program Mission Statements
- b. List of programs outcomes goals (most broad)
- c. Student-learning outcomes (SLOs) for the proposed program (narrower, identifying what students know and can do)
- d. Curricular map articulating the alignment between program learning outcomes and course learning outcomes
- e. Criteria used to assess success of meeting program goals (Identification of the performance criteria used to assess the effectiveness of the program.)
- f. Include a matrix that shows assessment criteria for student- learning outcomes. (Assessment matrix describing the achievement of the program's student learning outcomes)
- g. Indicate how the results of the assessment will be used to achieve program improvement (the assessment "feedback loop"); and that specifies the schedule for review of assessment reports by the Faculty Group, Executive Committee, and Advisory Board.
- h. Provisions for conducting systemwide Ed.D. program evaluation and reporting as required by California Education Code Section 66040.7. The proposal should explain the processes in place that will allow the program to report these performance criteria, as required by California Education Code Section 66040.7(d):
 - How graduates of the programs have affected elementary and secondary school and community college reform efforts
 - How CSU Ed.D. graduates have positively affected student achievement in elementary and secondary school and community college settings.

XV. Student Support Services

- a. A description of the ability of the institutions to provide graduate student support,

including teaching or research assistantships, fellowship eligibility, financial aid, and research funding, if any

- b. Advising, mentoring, and cohort interaction, including a description of how timely and appropriate interactions between students and faculty, and among students will be assured. This is especially relevant for online programs.
- c. Specify the arrangements that have been made to identify and assist students who struggle in meeting academic requirements and for those who fall behind their cohort.
- d. Ed.D. program student handbook or a plan to create and distribute a program student handbook, as required by Title 5, California Code of Regulations, Section 40511

XVI. Doctoral Culture (CPEC— Advancement of Knowledge)

Proposals should explain where support for doctoral students and faculty currently exists and how the campus will enhance a sense of graduate community and an environment supportive of doctoral-level study. Plans may be addressed from the faculty perspective, as well as from the student viewpoint.

- a. Description of how a doctoral-level culture will be established to support the proposed program, including such elements as doctoral level course requirements, nature of the research environment, balance between applied and research components of the degree, and description of dissertation. (Note: Greater rigor will be represented for doctoral courses than in syllabi at the master's level. Ed.D. syllabi should be designed to align course objectives, content, assignments, texts, and exams with learning outcomes at both the program and course levels. The number and intellectual rigor of required readings and student assignments will be appropriate for doctoral study.)
- b. Support/resources for faculty to develop a doctoral culture, engage in research, and if applicable, receive an orientation in order to chair dissertation committees.
- c. Support services available for doctoral students, such as financial aid, professional placement, and research opportunities.

XVII. Special Provisions for Administration of a Multi-Campus Program (if applicable)

- a. Administrative support at each participating campus and mechanisms for program coordination
- b. Assistance for faculty, staff and students in meeting the unique demands of the proposed joint program (e.g., travel among participating campuses, distance learning expenses, relocation expenses)
- c. Rules for determining registration and fee payment obligations, especially when students are receiving instructional services simultaneously from more than one participating campus
- d. Comprehensive support services for students (e.g., child care, access to

- information resources) at multiple campuses
- e. Mechanisms to ensure the involvement of each participating campus in admission decisions, curricular coordination and modification, advisory committees, and dissertation committees
 - f. Any other relevant features of the relationship between the partnering campuses in the development and implementation of the proposed degree program

XVIII. Accreditation

If the proposed program is within a school or related to other programs accredited by a professional accrediting agency, please list the agency, the year accredited, and include in the appendix a copy of the most recent accreditation evaluation. This pertains only to those participating departments that have relevant accreditation.

General Education Courses – Frequency of Offerings (GE Section)

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

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

Impacted Programs: Policy for Establishing New and for Changing Admission Criteria of Existing Impacted Programs

Policy adopted by Enrollment Services, October 2006

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

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

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

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

Impaction changes timeline summary:

December - Departments notified that proposed new programs or any changes to admission criteria for current impacted programs are due March 15.

December-March - Departments that wish to forward proposals may work with the Director of Institutional Research and Analytical Studies to complete required Program Data sheets.

March 15 - Departments submit proposed changes to the Associate Vice President for Academic Affairs, Enrollment.

April 30 - The Associate Vice President and Assistant Vice President for Academic Affairs review all proposed changes and forward approved changes to the Chancellor's Office and to SDSU Curriculum Services.

Imperial Valley, Curricular Procedures

Curricular proposals for new courses, new minors, new emphases, topics courses, and changes in courses, programs, and degrees offered at SDSU Imperial Valley SDSU-IV may be initiated either by SDSU-IV or by academic departments of the San Diego campus; however, in either case such initiations shall be approved both by SDSU-IV and by the relevant San Diego campus department and college before university review and approval.

Furthermore, San Diego campus departments and their colleges shall by committees and periodic review share with SDSU-IV the responsibility for the quality of SDSU-IV programs and courses.

With consultative approval of the relevant academic departments and the chairs of the Undergraduate Curriculum Committee and the Graduate Council of the San Diego campus, SDSU-IV may make minor substitutions in approved programs to fit local needs and faculty availability.

(NOTE: 500-level courses offered at SDSU-IV are acceptable for a graduate degree only with prior approval of the graduate adviser.)

Procedures for Submitting Proposals for Implementation of New Degree Major Programs

(Revised March 1985 and June 2003)

A campus, in accordance with its approved academic master plan, submits detailed proposals for new degree major programs to the Division of Academic Plans and Programs in the Chancellor's Office 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 Office of the Chancellor by the Provost at San Diego State University once the proposal has been approved by the university-wide screening committees, the Senate, and the President.

1. Definition of the Proposed Degree Major Program

- a. The full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.
- b. Name of the division or other unit of the campus which would offer the proposed degree major program, i.e., SDSU-IV.
- c. Name, title and rank of the individual(s) primarily responsible for drafting the proposed degree major program. Objectives of the proposed degree major program.
- d. 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. Identify those new courses which are
 - needed to initiate the program, and
 - needed during the first two years after implementation. Include proposed catalog description of all new courses.
- e. 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 • needed to initiate the program, and • needed during the first two years after implementation. Include proposed catalog description of all new courses.
- f. If any formal options, concentrations or emphases are planned under the proposed major, explain fully.
- g. Course prerequisites and other criteria for admission of students to the proposed degree major program and for their continuation in it.
- h. Does program differ from main campus program? If so, in what way?
- i. For undergraduate programs: Provisions for articulation of the proposed major with community college programs. Please indicate what articulation agreements have been made with what colleges and what additional agreements are contemplated.
- j. If main campus program is impacted, how will transfer to main campus be handled?

(NOTE: Where applicable, establishment of a master's degree program should be

preceded by national professional accreditation of the corresponding bachelor's degree major program.)

2. Need for the Proposed Degree Major Program

- a. 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.
- b. 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.
- c. For graduate programs, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate programs.
- d. Professional uses of the proposed degree major program.
- e. 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 major program will be subject to program review evaluation within five years after implementation.)

3. Existing Support Resources for the Proposed Degree Major Program

- 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. Include faculty vita in an appendix. (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 Resources 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. 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 campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.

- b. Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.
- c. Additional equipment or specialized materials will be:
 - needed to implement the program, and
 - 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.

Joint Degrees: Review Process for Proposals for CSU and UC Joint Degree Programs

Doctoral Program Proposal Resources

CSU Au.D. Programs

CSU Ed.D. Programs

UC-CSU Joint Doctoral Programs

Joint Doctorates with Independent Institutions

Proposals for new doctoral degree programs to be offered jointly by CSU and UC* should follow the guidelines in the Handbook for the Creation of CSU/UC Joint Doctoral Programs approved by the CSU/UC Joint Graduate Board on June 21, 2001.

* Professional Doctorate Degrees There are separate CCGA guidelines for the professional doctorate, i.e., applied doctorate. This degree is designed to prepare individuals for professional practice rather than scholarly research and study. Examples of applied doctorates include: Doctorate of Education (Ed.D.), Doctorate of Physical Therapy (D.P.T.), Doctorate in Optometry (O.D.), and the Doctorate of Audiology (Au.D.). Please refer to Appendix I in the CCGA Handbook.

Permission to Negotiate

The CSU campus and UC campus request their respective system offices for “permission to negotiate.” An expression of interest in and the rationale for a joint doctoral program is submitted by the CSU campus to the Academic Program Planning office at the CSU Office of the Chancellor, and by the UC campus to the Academic Affairs Division at the UC Office of the President. The initial expression of interest contains an indication of program need and supporting evidence of the requesting department’s ability to offer the appropriate instruction.

Approved requests to negotiate allow the campuses to develop a joint doctoral program proposal.

Planning

Before the joint doctoral proposal may be submitted to the CSU and UC system offices, the proposals require approvals from the:

relevant disciplinary Deans at the CSU and UC campuses

Graduate Council at the UC campus

divisional Academic Senate at the UC campus

CSU campus academic senate, curriculum committees, and all other requirements that apply at that CSU campus.

President at the CSU campus and the Chancellor at the UC campus Systemwide Review

The final proposal is sent to the Provost and Executive Vice President—Academic & Health Affairs, UC Office of the President, and to the Executive Vice Chancellor and Chief Academic Office, CSU Office of the Chancellor (c/o Academic Program Planning). The Provost requests systemwide review by the (UC) Coordinating Committee on Graduate Affairs (CCGA). CCGA conducts a preliminary review to determine whether or not to proceed with a full review of the proposal, or whether the Committee wishes to obtain additional information. The CSU Office of Academic Program Planning (APP) and CCGA consult regarding preliminary findings of the program reviews. If CCGA or the CSU Office of the Chancellor requires more information, the proposal is sent back to the campuses for revision. If CCGA agrees to move forward with a full review and the CSU Office of the Chancellor concurs, the UC Office of the President sends the proposal to the California Postsecondary Education Commission for concurrence (CPEC). CPEC will complete its review within 60 days of receipt of the document.

CSU partners (except San Diego State University) need to request approval for a new program at the doctoral level from the regional accrediting agency, the Western Association of Schools and Colleges (WASC). The CSU request is an application to the Substantive Change Committee of WASC. The WASC Commission acts on substantive change proposals at its February and June meetings.

Joint Graduate Board

Joint Graduate Board, which has final authority on the inter-system doctoral review process, requires a minimum of six votes of the CSU members and six of the UC members. The Board's action is communicated to the CSU and UC chief academic officers. Proposals for new graduate degree programs require approvals from the:

Coordinating Committee on Graduate Affairs (CCGA)

CSU Chancellor's Office Academic Program Planning (APP)

California Postsecondary Education Commission (CPEC) • Executive Vice Chancellor and Chief Academic Office, CSU Office of the Chancellor

Provost and Executive Vice President--Academic & Health Affairs, UC Office of the President

Western Association of Schools and Colleges (WASC) authorizing the CSU campus to offer a program at the doctoral level

References Handbook for the Creation of CSU/UC Joint Doctoral Programs

Coordinating Committee on Graduate Affairs Handbook

General Procedures for Developing Joint Doctoral Programs with independent Institutions

These procedures are based on documents developed by the CSU and California Postsecondary Education Commission (CPEC) staff, including coded memorandum AP 69-68. They have been updated to reflect changes in system terminology and practice.

Obtaining formal approval for a doctoral program to be offered jointly by a CSU campus and an independent institution¹ proceeds in four stages: **(A)** initiating discussions; **(B)** requesting and obtaining permission to negotiate; **(C)** developing the implementation proposal; **(D)** obtaining CPEC and WASC approvals.

1 "Independent institutions" are defined in California law as "nonpublic higher education institutions that grant undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in this state and are accredited by an agency recognized by the United States Department of Education." It is expected that the partnering institution will be accredited by the Western Association of Schools and Colleges.

Initial Discussions

Interest in developing a joint doctoral program is ascertained, typically at the department/faculty level. An ad hoc joint planning committee, with members from both the CSU campus and the independent institution, is usually formed.

The cooperating academic units at both institutions follow their customary procedures for proceeding to formal negotiations.

The graduate dean or assistant/associate vice president for academic programs at the CSU campus communicates informally with the Office of Academic Program Planning in the Office of the Chancellor.

Permission to Negotiate

The CSU campus president addresses a request for "permission to negotiate a joint doctoral program" to the Chancellor, with a copy to Academic Program Planning.

Academic Program Planning may communicate with the CSU campus about the desirability and appropriateness of the proposed program and the evidence of need and feasibility. Revisions of the

documentation may be requested.

When review of the request is satisfactorily completed, the Chancellor sends a letter granting permission to negotiate to the CSU campus and sends a copy of the letter to the chief executive officer of the partner institution.

The chief executive officer of the partnering institution sends a letter to the executive director of CPEC, stating that formal negotiations to establish a joint doctoral program have begun.

In the next scheduled update of the CSU campus's Academic Plan, the CSU Board of Trustees approves the projection of the proposed joint doctoral program.

Development of the Program Implementation Proposal

The ad hoc joint committee drafts a formal program implementation proposal.

The proposal is submitted through local university administrative channels to the CSU Chancellor and to the chief executive officer of the independent institution.

The CSU campus sends four copies of the proposal to the Office of Academic Program Planning, which reviews the proposal with the assistance of external reviewers with expertise in the discipline.

Academic Program Planning may request revision of the proposal. Copies of the revised proposal are prepared and sent to Academic Program Planning.

CPEC and WSCUC Approval

Academic Program Planning submits the program implementation proposal to CPEC staff.

CPEC staff, in consultation with Academic Program Planning and the Association of Independent California Colleges and Universities, convenes an ad hoc CPEC joint graduate board to review and provide advice on the proposal. Representatives of the proposing institutions may be invited to meet with the ad hoc CPEC joint graduate board. The proposing institutions may be asked to provide additional information or clarification before final action is taken on behalf of CPEC.

CPEC staff notifies the CSU and the independent institution of action taken on the proposal.

Following CPEC approval, the Chancellor sends a letter granting full approval to award the degree to the CSU campus and sends a copy of the letter to the chief executive officer of the partner institution.

The participating institutions ensure that all necessary WSCUC approvals are obtained. (See the WSCUC Substantive Change Manual 2001, especially Section III.C.5.)

Content: Request for Permission to Negotiate

Expression of interest in the joint doctoral program

Rationale for the program

Indications of need for the program

Supporting evidence of the requesting academic units' ability to offer doctoral instruction

Faculty: degrees, honors, grants, professional and other relevant experience, publications and other matters pertinent to judging qualifications to guide advanced graduate work. Curriculum vitae for faculty members from both participating institutions are usually submitted.

Academic units: experience with graduate study, degrees offered, number of degrees awarded, year in which each graduate degree program was authorized.

Instructional and research facilities: description of facilities available to accommodate joint doctoral candidates.

Content: Program Implementation Proposal

Implementation proposals for joint doctoral programs with independent institutions must include the following elements:

Basic Information

The names of the institutions that will be awarding the degree

The full and exact designation of the degree to be awarded (e.g., Ph.D. in Chemistry)

The names of the departments, divisions, or other units of the campuses that will have primary responsibility for administering the program

The names and titles of the individuals primarily responsible for drafting the proposal

Timelines

The anticipated date that the program will be implemented

A timetable for the development of the program, including enrollment projections for the first five years

Program Rationale, Aims and Objectives

The rationale for proposing a joint program

The aims and objectives of the program

Justification for the Program

A description of how the proposed program is related to existing programs on the participating campuses, especially to closely related master's and doctoral programs

A list of similar doctoral programs offered or projected by California institutions (state clearly how the proposed program differs from the existing programs listed)

A summary of the evidence of student demand for the proposed program

A summary of the employment prospects for graduates of the proposed program and the professional uses of the proposed program

A summary of the importance of the program to the discipline and to meeting the needs of society

Information About Participating Institutions and Departments

A description of the relationship of doctoral degree programs to the missions of the participating institutions

The number, variety, and longevity of the doctoral programs currently being offered and the degree completion rates for previous or current joint doctoral programs

A brief review of the historical development of the field and departmental strength in the field, including the experience of the participating academic units with graduate education (degrees offered, number of degrees awarded, and year in which each graduate degree program was authorized)

A description of how the proposed program is expected to draw support from existing programs, departments, and faculty

Information About Participating Faculty Members

A description of the relationship of the program to the research and professional interests of the faculty

A description of how the faculty expertise and resources at one participating institution complement the faculty expertise and resources at the other participating institution and create synergies

The criteria for choosing faculty members for participation in the program

Copies of faculty vitae, including rank, appointment status, highest degree earned, date and field of highest degree, professional experience, publications, and other information demonstrating faculty commitment to research and ability to chair dissertation committees

Information About Resources

A brief review of existing financial, physical and information resources supporting the program, including research support within the institution, library support appropriate for doctoral degree work, physical facilities, and stability and sufficiency of financial resources

A description of the ability of the institutions to provide graduate student support, including teaching or research assistantships, fellowship eligibility, and financial aid

A summary of resource requirements for each participating institution by year for the first five years, including:

FTE faculty

library acquisitions

computing costs

equipment

space and other capital facilities (including rented facilities, where applicable)

other operating costs

A description of the intended method of funding the additional costs (including fee structures, internal reallocation, and external resources) and effects of the method of funding on existing programs

Detailed Statement of Requirements for the Degree

The statement should include all of the following elements that are applicable:

Undergraduate—and, if appropriate, postbaccalaureate and master's level—preparation for admission; other admissions requirements; and provisions, if any, for conditional admission of selected applicants who do not meet all the requirements for admission

Criteria for continuation in the program

Unit requirements

Specific fields of emphasis

Required and recommended courses, including catalog descriptions of present and proposed courses

Foreign language requirements, if any

Other activities required of students (e.g., laboratory rotations, internships)

Field examinations, written and/or oral

Qualifying examinations, written and/or oral

Dissertation

Final examination

Other demonstration of student competence, if any

Special preparation for careers in teaching

Sample program

Normative time from matriculation to degree, normative time for pre-candidacy and candidacy periods, and incentives to support expeditious time-to-degree

Special arrangements for delivery of instruction, where applicable

Provisions for Joint Decision-Making and Administration of the Program

Administrative support at each participating campus and mechanisms for coordination

Assistance for faculty, staff and students in meeting the unique demands of the proposed joint program (e.g., travel among participating institutions, distance learning expenses, relocation expenses)

Rules for determining registration and fee payment obligations, especially when students are receiving instructional services simultaneously from more than one participating institution

Comprehensive support services for students (e.g., housing, health care, child care, access to information resources) at multiple institutions

Mechanisms to ensure the involvement of each participating institution in admission decisions, curricular coordination and modification, advisory committees, and dissertation committees

Any other relevant features of the relationship between the partnering institutions in the development and implementation of the proposed joint degree program

Assessment and Accreditation

A description of the review process that will be used to evaluate the proposed program, including an assessment plan

A description of the provision for meeting accreditation requirements, where applicable

The Minor

Policy adopted by the Senate, December 1975; Revised May 1986 The minor serves an important educational purpose and is offered at SDSU in over sixty different fields of study. It is intended to provide students with the opportunity to develop a degree of competence in a field beyond the area of their major course of study. Like the major, the minor offers an integrated and coherent pattern of coursework organized around the principal areas of interest or subfields of academic disciplines and interdisciplinary areas. It combines lower and upper division coursework in proportions appropriate to the various disciplines. The specific regulations concerning the minor are as follows:

1. The minor shall consist of 15–24 units, the specific number to be determined by the

academic departments and programs, and approved through the normal university curricular process. Minors which require considerable lower division preparation before students can begin upper division work will tend to include more units than minors where this is not the case.

2. Normally, 12 units of coursework in the minor will be upper division units. A minimum of six upper division units must be completed at SDSU. In minors where the number of prerequisite lower division units makes it impossible to take 12 upper division units without exceeding a total of 22 to 24 units, the required upper division coursework may be reduced to six units with the approval of the Undergraduate Curriculum Committee.
3. The minor is intended to provide students with a coherent pattern of coursework which will enable them to develop a degree of competence in a limited field of study. Departments and programs offering minors must, therefore, indicate the specific subject areas to which individual courses relate rather than permit a merely random selection of courses from a department or program.
4. The subject areas in which programs in the minor are offered should be such that the limited number of units required in a minor is sufficient to enable a student to achieve a reasonable degree of competence in the area. The degree of competence achieved will be considerably less than that required by a major, but should nevertheless constitute a worthwhile educational objective.
5. Courses taken in satisfaction of a minor may be used to meet requirements in General Education. In addition, courses taken to satisfy the preparation for the major requirements may be used as a part of a minor. However, no course may be used to satisfy the requirements for both a major and a minor.
6. The minimum grade point average for awarding a minor at the time of graduation is 2.0 (C) or better in all units applicable toward the minor, including those accepted by transfer from another institution.

New Degree Major Programs (Bachelor's and Master's Levels), Implementation of

Revised March 1985, February 2007, June 2009, June 2014

This document presents the format, criteria, and submission procedures for CSU bachelor's and master's degree program proposals. Please see the Academic Program Planning website for doctoral degree proposal formats.

Criteria

Proposals are subjected to system-level internal and external evaluation, through which reviewers seek evidence indicating that current campus budgetary support levels provide sufficient resources to establish and maintain the program. Review criteria include: curriculum, financial support, number and qualifications of faculty, physical facilities, library holdings, responsiveness to societal need and regional and workforce needs, academic assessment plans, and compliance with all applicable CSU policies, state laws, and accreditation standards.

Procedures

Before a proposal is submitted to the Chancellor's Office, the campus adds the projected degree program to the campus academic plan. See "Procedures for Submitting Requests for New Degree Major Programs for Inclusion in the San Diego State Academic Master Plan." Subsequent to the CSU Board of Trustees approval of the projection, a detailed, campus-approved program implementation proposal is submitted to the Chancellor's Office for review and approval.

Proposals are to be submitted in the academic year preceding projected implementation. Only programs whose implementation proposals have been approved by the CSU Chancellor may enroll students. Campus Academic Plans appear in the Educational Policy Committee Agenda Item of the annual March meeting of the Board of Trustees.

CSU Degree Program Proposal Template

Downloadable version of the CSU Degree Proposal Faculty Checklist

Downloadable version of the new degree proposal template

Please Note:

Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.

Approved degree programs will be subject to campus program review within five years after implementation.

Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.

Please refer to the document "TIPS for Completing a Successful Program Proposal" before completing the Program Proposal Template.

Program Type (Please specify any from the list below that apply—delete the others)

State-Support

Self-Support

Online Program

Fast Track

Pilot

Pilot Conversion

New Program

Proposal Revision (updating a previously reviewed proposal)

Program Identification

Campus

Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).

Date the Board of Trustees approved adding this program projection to the campus Academic Plan.

Term and academic year of intended implementation (e.g. fall 2018).

Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.

Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Any other campus approval documents that may apply (e.g. curriculum committee approvals).

Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list, you can search "CIP 2010" at the National Center for Education Statistics (NCES) webpage to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

Program Overview and Rationale

Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes, and 3) the compelling reasons for offering the program at this time.

Provide the proposed catalog description. The description should include:

a narrative description of the program

admission requirements

a list of all required courses for graduation including electives, specifying course catalog numbers, course titles, prerequisites or co-requisites (ensuring there are no "hidden prerequisites" that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

total units required to complete the degree, and if a master's degree

catalog copy describing the culminating experience requirement(s)

Curriculum (These requirements conform to the revised 2013 WASC Handbook of Accreditation)

These program proposal elements are required:

Institutional learning outcomes (ILOs)

Degree learning outcomes (DLOs)

Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program, and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired level of learning has been achieved. (WASC 2013 CFR: 1.1, 1.2, 2.3)

These program proposal elements are required:

Comprehensive assessment plan addressing all assessment elements;

Matrix showing where student learning outcomes are introduced **(I)**, developed **(D)**, and mastered **(M)**

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

Indicate total number of units required for graduation.

Include a justification for any baccalaureate program that requires more than 120- semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

If any formal options, concentrations, or special emphases are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate or undergraduate-level.

Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments. (WASC 2013 CFR: 2.2b)

For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

For graduate degree proposals, cite the corresponding bachelor’s program and specify whether it is (a) subject to accreditation and (b) currently accredited. (WASC 2013 CFR: 2.2b)

For graduate degree programs, specify admission criteria, including any prerequisite coursework. (WASC 2013 CFR: 2.2b)

For graduate degree programs, specify criteria for student continuation in the program.

For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Provide an advising “roadmap” developed for the major.

Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process). (WASC 2013 CFR: 1.8)

Accreditation Note:

Master’s degree program proposals

If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree major program.

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

Societal and Public Need for the Proposed Degree Major Program

List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

Describe differences between the proposed program and programs listed in Section 5a above.

List other curricula currently offered by the campus that are closely related to the proposed program.

Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

Provide applicable workforce demand projections and other relevant data.

NOTE: Data Sources for Demonstrating Evidence of Need:

APP Resources Web

U.S. Department of Labor, Bureau of Labor Statistics

California Labor Market Information

Student Demand

Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

Describe professional uses of the proposed degree program.

Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

Existing Support Resources for the Proposed Degree Major Program

NOTE: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master's degrees, include faculty publications or curriculum vitae. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20, see Appendix)

Describe facilities that would be used in support of the proposed program.

Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

Describe available academic technology, equipment, and other specialized materials.

Additional Support Resources 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.

Describe additional faculty or staff support positions needed to implement the proposed program.

Describe the amount of additional lecture and/or laboratory space required to initiate and to 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 campus-wide priority of the

facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

Self-Support Programs

Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

Explain how state-support funding is either unavailable or inappropriate.

Explain how at least one of the following additional criteria shall be met: »»The courses or program are primarily designed for career enrichment or retraining;

»»The location of the courses or program is significantly removed from permanent, state-supported campus facilities; »»The course or program is offered through a distinct technology, such as online delivery; »»For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;

»»For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.

For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

Basic Cost Recovery Budget Elements* (Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

*Additional line items may be added based on program characteristics and needs.

Submit completed proposal packages to: APP@calstate.edu

Academic Programs and Faculty Development

CSU Office of the Chancellor 401 Golden Shore

Long Beach, CA 90802-4210

Contact Us**Academic Programs, Innovations, and Faculty Development**

Phone (562) 951-4672

Extended Education

Assistant Vice Chancellor and Dean, Extended Education Phone (562) 951-4795

Performance-Oriented Degrees: Additional information needed as outlined in AR&RP 73-37

Campuses submitting proposals for performance-oriented degrees in art, drama, and music should use the degree proposal format, and provide the following supplementary information:

1. The specific criteria and procedures that will be used to identify talented students to be admitted to and continued in the program.
2. The means that will be used to keep the number of majors in the performance-oriented programs within the limits of approximately 20% and 40% respectively of all students seeking regular bachelor's and master's degrees in the subject area. (This is a long-standing element of the Trustees' performing arts policy that's been formally suspended for at least one pilot program; if the campus intends not to adhere to this policy element, it would probably be useful for the response to provide a rationale for the campus's alternative, with particular attention to other means of ensuring quality.)
3. The professional experiences/attainments of all faculty who will teach in the program.
4. A list of significant arts activities the department engaged in for the past five years.
5. Plans for exposing students to professionalism in the respective area of study.
6. Plans for securing supplementary support for the program, beyond what the State normally provides, from governmental/ private foundations and community sources.
7. A copy of the latest NASD visiting team's report, with an indication of what the department has done to respond to any suggestions for improvement.

Pilot Programs

The Trustees have authorized a limited number of pilot programs which campuses may establish without prior approval of the Chancellor's Office or the California Postsecondary Education

Commission (CPEC). A pilot program must meet the criteria and may enroll students for five years. Conversion of a pilot program to regular-program status would require campus commitment of resources, a thorough program evaluation, review and comment by the Chancellor's Office and CPEC, and approval by the Board and the Chancellor (these conditions are outlined in Attachment 1).

Prior to implementing a pilot program, the campus must notify the Chancellor's Office, Office of Academic Planning, which will formally acknowledge the program, assign a HEGIS code, and inform CPEC. The notification should be accompanied by the catalog copy describing the pilot program.

Procedures

1. Tailoring of approval processes to type of degree program proposed

Programs that involve degrees in areas new to the CSU as well as most programs that would involve separate specialized accreditation would also benefit from the longer, two-step review process. However, programs that involve no major capital outlay and which can be accommodated within the existing resource base of the campus could be handled more quickly while retaining the elements of the two-step review process. Such programs could be placed on a "fast track." Examples would be degree programs that are "elevations" of well-established options in fields for which there are existing degree programs elsewhere in the system, and degree programs that involve little more than the repackaging of existing courses and faculty. The ideal would be a fast-track program that could be approved and implemented within one year from the time a campus first proposed that program, instead of the current two- to three-year time lag between proposal and implementation.

A program could be placed on the fast track only if

- a. it could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;
- b. it is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency;
- c. it can be adequately housed without a major capital outlay project. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more, as adjusted pursuant to Cal. Pub. Cont. Code 10705(a), 10105 and 10108;
- d. it is consistent with all existing state and federal law and trustee policy;
- e. it leads to a bachelor's or master's degree;

- f. the program has been subject to a thorough campus review and approval process.

Two approval cycles per year for fast-track are envisioned because program implementation might be limited by the short time between approval at the March Board of Trustees' meeting, subsequent July approval by CPEC, and fall implementation. A second, briefer agenda item at the September Board of Trustees' meeting would make it possible for a proposal to come in by June, have any concerns resolved by the time of the board meeting in September, be authorized by the board, go to CPEC directly after the meeting, be endorsed by CPEC by December, be incorporated in campus catalogs and other campus informational materials in the spring and perhaps be implemented in a limited manner in the spring term, and be ready for full implementation in August.

Timelines for Fast-Track Approval

- **The first Monday in January**—for July approval
- **The second Monday in June**—for December approval

2. Automatic approval if no questions are raised by specified date

Another proposal for speeding up approval of both traditional and fast-track programs would be to set firm deadlines for review by the Chancellor's Office and CPEC. Neither the Chancellor's Office nor CPEC reviewers could routinely ask for extra time. If no questions were forwarded to the campus by the end of the review deadline, then approval would be automatic. For at least some programs, review by the Chancellor's Office and CPEC could be concurrent.

3. Removal of projection from Academic Plan if not implemented with five years (or date originally projected for implementation)

For the traditionally traced new-program proposals, if the implementation proposal does not come in within five years or the date originally projected for implementation, whichever is later, the projection would be removed from the Academic Plan and would have to be resubmitted and/or revised. This proposal should improve the responsiveness of our program offerings. Many areas are changing so rapidly that five years could make a significant difference in the needs of students and of the state.

This provision would not apply to "foundation" liberal arts and science programs, for which employer need and student demand are not primary considerations. It is recommended, however, that the concept of foundation programs be reevaluated so that it is consistent with the current reconsideration of the baccalaureate degree by the

Academic Senate and the Cornerstones project.

4. Development of post-authorization review process for limited number of “pilot” programs

Some experimentation in the planning and offering of academic programs is part of the CSU tradition (e.g., pilot external degree programs, MFA in Cinema). We propose that the trustees authorize the establishment of a limited number of degree programs (we suggest one or two per campus per three-year period) under the following conditions:

- a. A pilot program would be authorized to operate only for five years. If no further action is taken by the end of the five years, no new students could be admitted to the program. (The campus would be obliged to make appropriate arrangements for students already enrolled in the program to complete it.)
- b. A pilot program could be converted to regular-program status and approved to continue to operate indefinitely if the following conditions are met:
 - The campus committed the resources necessary to maintain the program beyond five years;
 - A thorough program evaluation (including an on-site review by one or more experts in the field) showed the program to be of high quality; to be attractive to students; and to produce graduates attractive to prospective employers and/or graduate programs, as appropriate;
 - Approval by the board and the chancellor would be required after review and comment by the Chancellor’s Office and CPEC.
- c. A program could be established as a pilot program only if it met the criteria for fast-track programs; that is,
 - it could be offered at a high level of quality by the campus within the campus’s existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;
 - it is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency;
 - it requires no major capital outlay project to be adequately housed;
 - it is consistent with all existing state and federal law and trustee policy;
 - it is a bachelor’s or master’s degree program;

- the campus has a thorough review and approval process for pilot degree programs, through which the program has passed.
- d. The campus would be obliged to notify the Chancellor's Office of the establishment of the program and its curricular requirements prior to program implementation.

A pilot program could be implemented without its having been projected on the campus Academic Plan. It would require the acknowledgment, but not the prior approval of, the Chancellor's Office and CPEC, and it would be identified as a pilot program in the next annual update of the campus Academic Plan.

Service Learning (SL) Designation and Approval of New SL Courses, Curriculum Policy

The new Service Learning (SL) course proposal is reviewed by a University-level Service Learning Committee. If the proposal is deemed to meet the learning outcomes for Service Learning (SL), it receives the SL designation. Designation as a SL course requires that the following criteria be met. These elements must be addressed in writing as part of the SL designation curriculum proposal and should be clearly reflected in the proposed syllabus:

1. Justification that the SL component is integral to and supportive of the academic focus of the course. In the syllabus, this can be communicated in the course description, in a separate description of the SL component of the course, and/or in the learning outcomes.
2. Description of the mechanism(s) used to introduce the SL component to the students. This may be done through various methods including, but not limited to: class discussions, guided readings, experiential class periods, or utilizing the Service Learning and Community Engagement Programs (SLCEP) webpage as a resource.
3. Description of the: a. community partner(s) and location(s) where the SL assignment will be completed; b. community partner needs and their relationship to the course learning outcomes; c. expected professional skills and civic learning goals; d. activities that will meet the service requirement; e. length of time students will be required to serve (minimum of 15 hours during the semester, with 20 hours being optimal, regardless of the unit value of the course); f. process for verification of service hours.
4. Description of the mechanisms and opportunities for ongoing student reflection on the integration of the SL component with course content (e.g., class discussions, journals, papers, presentations).
5. The grading standards of the course must reflect that the weight assigned to the service-learning component accounts for a significant portion of the total course grade (minimum of 15%, with 20% or more being optimal).

Service Learning (SL) Definitions, Outcomes, and Other Items to Include in SL Course Syllabi

The information provided below is to help faculty develop a thorough Service Learning course syllabus. Please include the following items in your syllabus:

- The definition of Service Learning
- General policies related to Service Learning
- Learning outcomes associated with Service Learning

Definition of Service Learning

Service Learning entails active student participation in intentional and collaborative service experiences that help promote long-term community development and civic engagement. Service Learning projects significantly relate to course content as well as enrich student education through the acquisition of professional skills in a practical (or applied) setting while also satisfying the needs of partner institutions. Through various pedagogic activities involving reflection, students enhance their sense of civic responsibility, self-awareness, and commitment to the community.

A **Service Learning Course** is an academic course that provides students opportunities to participate in organized service activities that meet community needs while linking these experiences to course content. Service Learning courses enhance education by providing activities that expand the scope of the course beyond traditional in-class assignments and group projects. Collaboration and the further development of ongoing relationships between SDSU and partner institutions serve as service learning's cornerstone.

Learning Outcomes Associated with Service Learning

Students who apply themselves fully to the Service Learning component of this course should:

- Identify the local social problems facing communities **
- Recognize the diversity of communities within and around the San Diego region *
- Practice professional and social skills at working with others effectively to address community challenges****
- Relate the course content, the major, and the field of study to individual goals and interests ***
- Cultivate a network of connections at the university and community level *****

These service learning outcomes support the Seven Essential Capacities developed through SDSU's General Education curriculum, which are:

****Construct, analyze, and communicate arguments Apply theoretical models to the real world

***Contextualize phenomena

*Negotiate differences

**Integrate global and local perspectives

***Illustrate relevance of concepts across boundaries

**Evaluate consequences of actions

General Policies Related to Service Learning

At SDSU, Service learning and community service activities are supported by the Service Learning and Community Engagement Programs (SLCEP). SDSU requires the following forms to be completed to ensure a general and professional liability for students enrolled in service-learning courses for which they receive academic credit: (1) Community Partner Service-Learning Agreement; and (2) Student Waiver of Liability and Assumption of Risk form. You will need to submit these forms to your Department Coordinator or other Department Designee at the beginning of the semester and before starting any service learning activities related to the course.

Additional Items to Include in Your Syllabus for SL Courses

- A course description that includes a discussion of the service- learning project or experience.
- A more detailed description of the Service Learning project or experience in the course assignments section, including main tasks, outcomes for student and community partner, identification of community partner(s), and brief description of partner organizations.
- Textbooks, articles, or book chapters related to Service Learning in general, or relevant to the specific context of Service Learning for your course.
- A more detailed description of the structured reflection assignment. Such assignments can include journal writing based on specific prompts, formal and informal oral presentations based on specific prompts, role playing, interviewing classmates, photo essays, collages, and more. Consider consulting with the SLCEP for ideas and examples of how to structure reflections.

Special Sessions - Definition and Courses

Definition: Special sessions offered by San Diego State University consist of the Summer Sessions and at other special times as determined by the Dean of the SDSU Global Campus and the Provost.

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

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

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

Courses numbered X-01 through X-79, X-397, and X-997 are professional development units offered only through Extension to meet specific academic needs of community groups. Courses at the X-01 through X-79 and X-397 levels are not acceptable for degree programs. All courses numbered X-01 through X-79 and X-397 will be processed according to the procedures established for the review and approval of new professional development courses through the SDSU Global Campus. For more information about course proposals visit the [SDSU Global Campus website](#).

Undergraduate Curriculum Committee

Policy adopted by the Senate, May 8, 1979 and revised May 17, 1994

Undergraduate proposals reviewed by the Deans, and Undergraduate Council (when appropriate) will be forwarded by the Office of the Provost to the Undergraduate Curriculum Committee. This committee shall be composed of the Provost, Curriculum Services, the Associate Vice President of Curriculum, Assessment, and Accreditation, one representative from each college and SDSU Imperial Valley selected by the Committee on Committees, and two students named in accordance with procedures approved by the Associated Students Council.

The Undergraduate Curriculum Committee shall be responsible for the review of undergraduate curricula to include additions, deletions, and changes in curricula, giving special consideration to those items which are of an interdepartmental and/or university- wide interest. The committee shall report all approved changes to the Senate. Ordinarily, approval by the committee shall be the final step at the local level required for including any undergraduate curriculum proposal in the SDSU University Catalog, except for approval of the use of courses in the graduate program. Proposals for new programs and deletion of programs shall be forwarded to the Senate as action

items. Also, if as many as four members of the Undergraduate Curriculum Committee so request, a proposal shall be placed on the agenda of the Senate for final action.

Any individual, department, Dean, or college curriculum committee may request the Undergraduate Curriculum Committee to review any decision on any curriculum proposal. The committee may agree to review the matter and inform all interested parties of the decision to review and of the date set for the review, or the committee may decide not to review and promptly inform the appellant of its decision.

Undergraduate Curriculum Committee Guidelines for Evaluating New Course Proposals*

A. General Principles on Cross-Disciplinarity and Course Overlap

- **Principle 1: Interdisciplinarity is valuable.** The interdisciplinary nature of scholarship often results in a degree of overlap between courses. Different approaches to the same topic or subject matter expose students to multiple paths to knowledge and understanding.
- **Principle 2: Overlap is not replication.** Overlap in course subject matter should not be conflated with replication. The distinction between courses with some degree of overlap should be evident in the course learning outcomes, activities, and assessments.
- **Principle 3: No exclusive ownership of areas of knowledge.** No department or school has exclusive ownership of any particular topics, themes, disciplines, approaches, methods, or areas of knowledge. Each department or school represents a concentration of expertise rather than an exclusive purview with respect to courses. A department or school proposing a course with content that extends significantly beyond its faculty's general concentration of expertise should demonstrate sufficient expertise to offer that course.
- **Principle 4: Curriculum decisions should be based on intellectual and educational rationales.** Decisions by review committees about new course proposals should be based strictly on intellectual and educational reasons in the context of a coherent curriculum and not on enrollment or budgetary concerns.
- **Principle 5: The GE curriculum is the purview of the entire faculty.** The General Education Curriculum is not the purview of any particular department or school. SDSU encourages collegiality and cooperation between and across departments and schools in the continued development of the GE curriculum in service to student learning. Cross-disciplinary conversation and collaboration in the development of new courses can yield innovative approaches in education and should be incentivized.

B. Guidelines for Dealing with Course Proposals Perceived to Overlap with Existing Courses

1. In proposing a new course, originators should list the courses in the university curriculum that in their judgment might raise reasonable concerns of substantial overlap or replication by review committees. Originators should be responsible for reviewing the course catalog to identify potentially overlapping courses. In order to avoid undue delays in the review process, originators are advised to err on the side of caution and to follow the steps outlined in B.2. below with regard to generating that list of courses.
2. A department or school proposing a new course has the responsibility to initiate a conversation with the departments or schools offering courses with which the new course may overlap. The goal of these conversations is to ensure that the courses complement one another and do not substantially replicate one another (see principle 2). Such conversations should be evidence-based, specifically through comparison of syllabi with focus on their course learning outcomes, activities, and assessments. While the burden of initiating the conversation between academic programs falls on the department or school proposing the new course, both parties should seek a mutually agreeable resolution with reference to the principles in section A. Originators are encouraged to obtain a letter of support for the new course from the other department or school, though a letter of objection may also be submitted. In the event that attempts to contact the other department or school yield no response, course originators are advised to include evidence of a good faith effort to initiate a conversation.
3. In evaluating a new course proposal, review committees should focus on whether a proposed course substantially overlaps with or replicates an existing one. Review committees will need to use their discretion in making this determination. Principle 2 offers concise criteria for evaluation. The goal should be to prevent the possibility of a student obtaining credit for two separate courses with similar learning outcomes, activities, and assessments. When a review committee has a reasonable concern regarding course distinctiveness, and that concern has not been addressed by the new course originator, the committee should require the originator to follow the steps outlined in B.2. above. Where there is no reasonable concern about significant overlap or replication, review committees may consider overlap between courses as healthy interdisciplinarity and not request the steps in B.2.
4. Review committees should evaluate the complete proposal before making a decision. In doing so, they should focus on intellectual and educational rationales for the new course. An objection from a department or school should not be treated as a veto, a statement of support should not be regarded as ensuring

approval, and a lack of any response from a department or school should not be construed as an objection.

*Approved by the University Senate on October 2, 2018.

Evaluation of Course Proposals

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

Course Prerequisites and Description

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

Course Justification

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

Facilities / Resources

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

Course Outline

- Does the course outline articulate with the course objectives?
- Does the course outline articulate with the course description?

Grading

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

University Resources and Planning Committee Additional Questions for New Programs

Please review and respond to the following questions for the University Resources and Planning Committee. Once this document is completed, please upload it to your proposal in Curriculog as an attachment.

What is the basis for this curriculum proposal? Is the proposal based on student interest? Will another offering be “sunsetted” in order to reallocate resources for the proposal?

Is this proposal something offered at another CSU? Would it be more resource conscious to direct any student interest to those universities?

In addition, any evaluation of curriculum proposals from the perspective of their implications on University resources requires that authors address many very specific details directly relating to various types of resources:

1. How will the proposed curriculum changes impact instructors?
 - 1.1. Will additional instructors need to be hired?
 - 1.2. Will the teaching assignments or workloads of existing instructors be altered? If so, how will the current course offerings be handled? Will additional lecturers need to be hired?
 - 1.3. What is the ratio of tenured and probationary faculty to lecturers who will teach in the proposed program and what is the ratio in related, existing programs?

- 1.4. Does the need and plan to hire instructors coincide with voting by the Tenure Track Planning Committee and the Provost's decisions?
 2. How will the proposed changes affect existing courses?
 - 2.1. Will enrollment in any existing courses increase or decrease as a result of the proposed program?
 - 2.2. Will the number of sections in any existing courses be increased or decreased? If increased, how will instructional demand be met?
 - 2.3. Will any existing courses be offered more or less frequently than at present?
 3. How will the proposed changes impact the advising of students?
 - 3.1. Will new academic advisors need to be hired?
 - 3.2. Will the workloads of existing advisors increase or decrease?
 4. How will the proposed changes impact existing office-support staff or instructional-support staff (including lab/tech support staff)?
 - 4.1. Will additional office-support staff or instructional-support staff (including lab/tech support staff) need to be hired?
 - 4.2. Will the workloads of existing office-support staff or instructional-support staff (including lab/tech support staff) increase or decrease?
 5. How will the proposed changes impact instructional and research spaces?
 - 5.1. Will new instructional or research space be needed?
 - 5.2. Will existing instructional or research space require renovation?
 - 5.3. Does the proposed program require any unique or specialized types of instructional space?
 6. How will the proposed changes affect operating expenses and equipment?
 - 6.1. Does the proposed program require the purchase of any new equipment or supplies?
 - 6.2. Does the proposed program require the use of any existing equipment such that the equipment might become less available for existing programs?
 7. How will the proposed changes affect information technology?
 - 7.1. Does the proposed program require the purchase of any new software or other Information Technology (IT) resources?
 - 7.2. Does the proposed program require the use of any existing software or other IT resources?
 8. How will the proposed changes affect Library resources?
 - 8.1. Does the proposed program require the purchase of any new subscriptions or materials by the Library?
 - 8.2. How will the proposed changes impact the use of existing Library resources?
 9. Has anything regarding resources changed since the Program Intent Form was written?
 10. What is the plan to obtain any new resources mentioned above? Have any new resources already been allocated for the proposed program? If not, what is the plan to obtain the necessary resources? Is there a contingency plan if changes are needed due to unanticipated resource limitations?
- Please contact Curriculum Services at curriculum@sdsu.edu for any questions in regards to this form.

WSCUC Substantive Change Proposals

The following types of programs require substantive change approval from the WASC Senior College & University Commission (WSCUC).

Programs that fit the description outlined above cannot be implemented until approval has been received from WSCUC.

- New site (in WSCUC region, more than 25 miles).
- New site (out of WSCUC region).
- Modality (distance education in which 50% or more is delivered through any technology assisted medium).
- Blended (new site and modality).
- Existing degree level – outside scope of current degrees offered.
- Existing degree level – increase in number of programs offered in disciplines not currently offered.

Consult the Associate Vice President for Curriculum, Assessment and Accreditation for detailed information.

Senate Actions Impacting Curriculum

November 2019

Ethnic Studies resolution (excerpt):

1. Beginning with the 2020–21 academic year, SDSU shall require, as a new undergraduate graduation requirement (distinct from the existing GE Diversity Requirement), the completion of, at minimum, one three-unit course in Ethnic Studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement. 2. In order to minimize the impacts on current curricula and graduation requirements, this three-unit Ethnic Studies requirement can: a. Be fulfilled through a lower division class in Africana Studies, American Indian Studies, Chicano/a Studies, or Asian American Studies (within the Center for Asian and Pacific Studies), except lower division Ethnic Studies classes that also fulfill the Oral and Written Communications Requirements for General Education. Students can satisfy the Ethnic Studies requirement through Ethnic Studies classes that also satisfy the American Institutions or Area E requirement. OR b. Be fulfilled by taking an upper division class in Africana Studies, American Indian Studies, Chicano/a Studies, or Asian American Studies (within the Center for Asian and Pacific Studies). Upper Division classes taken for Ethnic Studies Requirement can also satisfy upper division GE Explorations in Social and Behavioral Sciences or Humanities if the class already meets this requirement. i. Classes from Africana Studies, American Indian Studies, Chicano/a Studies, and Asian American Studies (within the Center for Asian and Pacific Studies) that currently meet the GE Diversity Requirement will no longer do so and instead will count for the Ethnic Studies Requirement. 3. Other specifics of the Ethnic Studies Requirement will be determined after seeking guidance from the Ethnic Studies departments (including the Center for Asian and Pacific Studies). Such guidance, to be received by December 31, 2019, shall include reflections on: a. The Ethnic Studies Task Force Report and other relevant updates and reports, as well as campus context, “What is to be included as Learning Outcomes specific to Ethnic Studies as derived from current best practices in the field of Ethnic Studies?” b. What best practices should be encouraged for SDSU to adopt in their course evaluation and approval processes for meeting the Ethnic Studies outcome requirements in order to maximize consistency and integrity of the requirement. c. Given learning outcomes, will all courses in Ethnic Studies (with the exception of those already excluded) be included as part of the requirement? 4. This graduation requirement shall not apply to a post baccalaureate student who is enrolled in a baccalaureate degree program at the university, if the student has satisfied either of the following: a. The student has earned a baccalaureate degree from an institution accredited by a regional accrediting agency. b. The student has completed an Ethnic Studies course at a postsecondary educational institution accredited by a regional accrediting agency. 5. Beginning with the 2020-21 academic year, SDSU takes the steps to grow the

appropriate administrative support for the expansion of Ethnic Studies to be able to adequately support the new undergraduate requirement, to include but not be limited to:

- a. Growing Asian American Studies, including a Filipino American Studies program at SDSU in collaboration with Asian American faculty, students, staff, and community and the Center for Asian and Pacific Studies.

March 2020

- Resolution to vary GE Area B for Engineering Students: A variance to allow engineering students to complete Area B with 12 unrestricted hours of coursework from approved Area B courses.
- AP&P: Approved by senate; not on action memo?; can't find in current policy file either Approval of courses offered Policy Update (Academics): Regular Approval of Courses Offered Every credit-bearing course offered through SDSU, including World Campus, shall be approved by the appropriate Chair or Director of the Department, School, or Program under which the course is listed in the catalog, and by the Dean of the College in which it is housed, every time the course is offered. Approval shall include instructor, length of term, and modality.

April 2020

- The Senate approved a resolution providing undergraduate students in the College of Engineering with a waiver for General Education courses in Area D and Area E: 1. Engineering majors are exempt from completing a 3-unit course in the "Explorations in Social and Behavioral Sciences" area (CSU GE Area D explorations). 2. Engineering majors are exempt from completing a 3- unit course in the "Lifelong Learning and Self-Development" area (CSU GE Area E).

May 2020

- Student SDSU Email Policy: 1.0 University Responsibility 1.1 The university shall provide each student with an email account to use as their official email. As of July 2020, the SDSU student standard for email, productivity and collaboration tools shall be the Google Suite for all existing and future students. 1.2 Email shall be an official means of communication with San Diego State University students. 1.3 A student's official email address shall be retained as part of the student's record. Official email addresses shall be designated as directory information under the Family Educational Rights and Privacy Act of 1974. 1.5 All use of official email addresses shall be consistent with FERPA and other applicable state and federal laws. 1.6 Official email addresses shall be used by university staff and faculty for communications that meet the academic and administrative needs of the university. Official email addresses shall not be used for external solicitations. 1.7 Official email addresses shall not be used for notification of service or notice of nonuniversity legal processes or proceedings. 1.8 If a student wishes

to forward their official email to a non-San Diego State University email address, or use a third-party email service other than Gmail to manage their official email (e.g., MS Outlook, Mac Mail, etc.) they may do so, but the student shall assume all risks associated with the delivery of these communications. (The University is unable to secure third-party email services. Students should understand that forwarding their email or using a third-party email service other than Gmail presents risks to the security and privacy of this data that SDSU is unable to control.) 1.9 The University shall ensure that students are made aware of the Student Official Email Address Use Policy and of their responsibilities under this policy. 2.0 Student Responsibility 2.1 It shall be the responsibility of the student to ensure their official email address is functional and able to receive email from San Diego State University. “Mailbox full,” “user unknown” or spam blockers shall not serve as acceptable reasons for missing university messages. 2.2 Each admitted and matriculated student shall be responsible for checking their official email address in order to stay current with university communications. Students shall be expected to check their official email at least once per week during the academic term, as well as once per week during the three-week periods preceding and following the academic term.

- Enrollment Management Strategy added to the “Academics” portion of the policy file (in current policy)

October 2020

- Adopted ILOs: 1. Demonstrate expertise in integrating ideas, methods, theories, and practices within and across academic/disciplinary areas of study. (Disciplinary/Interdisciplinary Knowledge) 2. Seek, analyze, contextualize, and incorporate information to expressly enrich understanding of the world. (WASC Information Literacy) 3. Develop the ability to sustain curiosity and to think critically, creatively, and independently. (WASC Critical Thinking) 4. Develop skills to collaborate effectively and ethically as leaders and team members. (WASC Oral and Written Communication) 5. Communicate effectively within and across academic, professional, and social contexts. (WASC Oral and Written Communication) 6. Use deductive reasoning and statistical methods to gather, interpret, and evaluate data critically, in order to assess the reasonableness of solutions to scientific, civic, and personal challenges. (WASC Quantitative Reasoning) 7. Demonstrate an understanding of diversity, equity, inclusion, and sustainability through local, global, and ethical perspectives.

February 2021

- Retroactive withdrawal policy update: Retroactive Withdrawal 9.21 After the last day of the semester or session, a student who wishes to change assigned grades to W grades shall request to withdraw from the full semester’s or session’s work; no requests for individual classes shall be accepted. Such requests may be granted only in

verified cases such as accident or serious illness where the cause for substandard performance was beyond the student's control. Only those retroactive changes from an assigned grade to a W shall be made that are approved by the dean or designee (including assistant deans) of the college of the student's major.

- Undergrad unit limits during registration updated (not in policy file?): During initial registration, undergraduate students can enroll in a maximum of 18 units. One week before the start of each semester, the credit limit will be raised to 21 credits. All undergraduates wishing to register for more than 21 credits will be required to have the approval of the academic department that houses their first major, or a delegated advisor, Assistant Dean or department designee.
- Admission by Exception policy updated: 1. The Senior Director of Enrollment Services, AVP of Enrollment Services, and Vice Provost for Academic Affairs will approve admissions exceptions. 2. All student-athletes who are accepted by exception will be required, by contract, to participate in a designated sport for a minimum of one academic year.
- ROTC recognized as an early registration group: Beginning with Fall 2021 registration, Reserve Officer Training Corps (ROTC) will be recognized as an early registration group.
- Title IV roster verification? (Not on action memo): • Technical infrastructure will be established by ITS for roster verification in SIMS, PeopleSoft, and Canvas, including manual (marking rosters), semi-manual (uploading a spreadsheet) and semi-automatic (granting ITS access to class participation data through tools like Qwickly) methods for instructors to mark student activity. • Instructors of all courses will use their choice of the roster verification methods to indicate which students have attended class or engaged in an academic activity; this is to be completed within 5 days after the add/drop deadline each semester. • The Office of Financial Aid and Scholarships will utilize the roster/participation data to adjust financial aid packages as required by Department of Education policy.

April 2021

- Temporarily suspend campus requirement for GRE & GMAT for SP22 & FA22. Permanent policy to be put in place during 2021/22

- Policy on registration sequence:

2.0 Registration Sequence

2.1 The University recognizes that new students are best prepared for successful matriculation if they are familiarized through orientation with the array of academic and student services available to support their studies.

2.2 All new students are invited to attend New Student Orientation as part of their successful transition to the University. Once a new student has attended their/his/her scheduled orientation, they/he/she shall receive priority to register for classes.

~~2.3 All orientations for new transfer students shall be scheduled after current seniors, current juniors, and new freshman students have been provided an opportunity to register.~~

2.4 Registration for a group below shall not begin before registration for an earlier group has received an opportunity. The registration sequence shall be as follows:

2.4.1

Fall and Spring semesters

- a) Members of Priority Early-Registration groups (continuing students)
- b) Spring admits
- c) Graduate students
- d) Seniors (90 units and above)
- e) Juniors (60-89 units)
- f) Sophomores (30-59 units)
- g) Other freshmen (in third and subsequent semesters before sophomore status)
- h) New graduate students and undergraduate students with priority registration
- i) New freshmen-undergraduate students (new first-year and transfers) based on their orientation dates and registration appointments
- ~~j) New transfer students who attend an orientation~~
- ~~k) New transfer students who do not attend an orientation~~

- Mirrored programs procedures in AP&P report (no vote, not on action memo; continued in May 2021):

“Mirrored instances” of degree programs share a common set of degree requirements, but are offered on different campuses. By “a common set of degree requirements” is meant:

- i. All mirrored instances of a degree program must share a common set of core required courses, but can differ in the campus-specific electives which are offered. The mirrored instances share a single degree requirement entry in the catalog.
- ii. Although mirrored instances share a single set of degree requirements, they will have different SIMS major codes to facilitate management and advising of different student cohorts.

The process for developing and implementing mirrored instances of degree programs at the SDSU-IV shall be as follows:

1. SDSU-IV will work with the chair / director (or designee), in consultation with and recommendation of the tenured / tenure-track faculty of the originating academic department / school and the dean (or designee) of the college and the current program advisor to identify degree requirements and course offerings for the mirrored degree at SDSU-IV. One set of printed degree requirements (in the General Catalog or Graduate Bulletin) must apply to both instances.
2. SDSU-IV will work with the department chair / school director (or designee) for the existing program in the originating academic department / school to create a mirrored self-support instance proposal. The proposal will include a copy of the existing General Catalog or Graduate Bulletin pages that describe the program, and a second copy highlighting the changes that have been submitted through curriculum proposals.
3. SDSU-IV will identify an SDSU-IV program advisor for the mirrored instance of the program. The advisor must be a T/TT faculty member.
4. SDSU-IV sends the draft mirrored instance proposal to SDSU Curriculum Services for editorial review and feedback.
5. The final mirrored instance proposal is reviewed and approved by:
 - a. the SDSU-IV program advisor,
 - b. the SDSU department chair / school director of the originating academic department/school,
 - c. the SDSU-IV Dean or designee, and
 - d. the academic Dean of the College (or designee) for the originating academic department/school.
6. SDSU-IV submits the approved mirrored instance proposal to the Chair of the UCC or GCC (depending on level of program) for review. A copy is sent to the Graduate Dean / Undergraduate Dean (or equivalent).
7. UCC/GCC reviews, requests revisions if necessary, and forwards the approved proposal to SEC as an action item. The new program advisor (and other program representatives, as needed) should be present to answer questions if necessary.
8. After SEC approval, the mirrored instance proposal goes to Senate as an information item in the Senate agenda. The new program advisor (and other program representatives, as needed) should be present to answer questions if necessary.
9. After Senate approval, Curriculum Services will issue a new SIMS major code for the mirrored instance of the program and begin implementation.

"Mirrored instances" of degree programs share a common set of degree requirements, but are offered on different campuses. By "a common set of degree requirements" is meant:

- i. All mirrored instances of a degree program must share a common set of core required courses, but can differ in the campus-specific electives which are offered. The mirrored instances share a single degree requirement entry in the catalog.
- n. Although mirrored instances share a single set of degree requirements, they will have different SIMS major codes to facilitate management and advising of different student cohorts.
- iii. When a self-support version is offered (through SDSU Global Campus), students in the state- and self-supported instances cannot register for courses from the alternative version except in rare exceptions granted to individual students.

The process for developing and implementing mirrored instances of degree programs at the SDSU Global Campus shall be as follows:

1. SDSU-GC will work with the chair/ director (or designee), in consultation with and recommendation of the tenured/ tenure-track faculty of the originating academic department/ school and the dean (or designee) of the college and the current program advisor to identify degree requirements and course offerings for the mirrored degree at SDSU-GC. One set of published degree requirements (in the General Catalog or Graduate Bulletin) must apply to both instances.
2. SDSU-GC will work with the chair/ director (or designee) for the existing program in the originating academic department/ school and college to create a mirrored self-support instance proposal. The proposal will include: a copy of the existing General Catalog or Graduate Bulletin pages that describe the program, the market research including labor growth analysis, satisfaction of EO 1099, and a second copy highlighting the changes that have been submitted through curriculum proposals (if needed).
3. SDSU-GC will work with the chair/ director (or designee) of the academic department/ school to identify an SDSU-GC program advisor/sponsor for the mirrored instance of the program.
4. SDSU-GC sends the draft mirrored instance proposal to SDSU Curriculum Services for editorial review and feedback.
5. The final mirrored instance proposal is reviewed and approved by:
 - a. the SDSU-GC program advisor/sponsor,
 - b. the SDSU department chair / school director of the originating academic department / school,
 - c. the SDSU-GC Dean or designee, and the academic Dean of the College (or designee) for the originating academic department/school.
6. SDSU-GC submits the approved mirrored instance proposal to the Chair of the UCC or GCC (depending on level of program) for review. A copy is sent to the Graduate Dean/ Undergraduate Dean (or equivalent).
7. UCC/GCC reviews, requests revisions if necessary, and forwards the approved proposal to SEC as an action item. The new program advisor/sponsor (and other program representatives, as needed) should be present to answer questions if necessary.
8. After SEC approval, the mirrored instance proposal goes to Senate as an information item in the Senate agenda. The new program advisor (and other program representatives, as needed) should be present to answer questions if necessary.
9. After Senate approval, Curriculum Services will submit the proposal and accompanying budget to the Chancellor's Office for review and approval of the mirrored self-support instance of the program.
10. Once the Chancellor's Office and WASC approve the mirrored self-support program, Curriculum Services will issue a new SIMS major code for the mirrored instance of the program and begin implementation.

May 2021

- Official Withdrawal Policy revised:

9.0 Official Withdrawal

After the ~~10th day of instruction~~ **Schedule Adjustment Deadline**, a student may ~~drop-withdraw from~~ a course(s) ~~under conditions outlined below~~ for a verified serious and compelling reason. The undergraduate student shall obtain the signature of the instructor and the approval of the college dean or designee. The graduate student shall obtain the signature of the instructor and the approval of the college dean or designee, or the Dean of Graduate Affairs or designee where required. For late withdrawals processed from the ~~11th through the 20th day of classes~~ **Schedule Adjustment Deadline through Census**, all notation of the course shall be deleted from the student's record; for late withdrawals processed after the ~~20th day of classes~~ **Census**, the symbol W shall replace an assigned grade. **Summer session deadlines may vary.**

Late Change of Program

Late Schedule Adjustment

9.1.1 Withdrawing from a **course(s)** class after the **Schedule Adjustment Deadline** ~~10th day of instruction~~ and before the **last 20% three weeks** of instruction shall be permitted only for **unforeseen** ~~verified~~ serious and compelling reasons. **All such requests shall be accompanied by appropriate verification. Undergraduate students may withdraw from no more than 18 semester-units attempted at SDSU. Permission to withdraw from a course(s) class during this period shall be granted only with the signature-approval of the instructor, who shall indicate the student's grade in the class, and with the approval of the College dean or designee (Graduate Dean or designee in the case of graduate students). Permission to withdraw from all courses in the current term shall be granted with approval of the College dean or designee (Graduate Dean or designee in the case of graduate students). Catastrophic Withdrawals (see 9.1.2) during Late Schedule Adjustment do not count toward the unit maximum, and for graduate students, with the signature of the instructor, who shall indicate the student's grade in the class, and with the approval of the college dean or designee or of the Dean of Graduate Affairs or designee where required.**

9.1.2 Catastrophic Withdrawal

Students shall not be permitted to withdraw from a **course(s)** class during the final **20% three weeks** of instruction **except in cases, such as unless** accident or serious illness ~~creates conditions where the cause of the withdrawal is due to circumstances clearly~~ beyond the student's control and the assignment of an incomplete is not practical. All such requests shall be accompanied by appropriate verification. **Such withdrawals will not count against unit maximums in 9.1.1. Ordinarily, these withdrawals shall involve withdrawal from the university and shall require the signature of each instructor, who shall indicate the student's grade in the class, and the approval of the dean or designee of the college of the student's major. Permission to withdraw from a course during this period shall be granted only with the approval of the instructor, the College dean**

or designee, and an Academic Affairs administrator appointed by the president. Permission to withdraw from all courses in the current term shall be granted with approval of the College dean or designee and the Academic Affairs Administrator or designee. For graduate students, ~~total~~ withdrawal from one or more courses during the final 20 % of instruction shall require the signature of each instructor, who shall indicate the student's grade in the class, and the approval of the Graduate Dean of Graduate Affairs or designee.

RETROACTIVE WITHDRAWAL

After the last day of the semester or session, a student who wishes to change assigned grades to W grades ~~may~~ shall request to withdraw from either individual courses, or the full semester's or session's work. ~~no requests for individual classes shall be accepted.~~ Such requests may be granted only in verified cases such as accident or serious illness where the cause for substandard performance was beyond the student's control. All requests shall be accompanied by appropriate verification. Only those retroactive changes from an assigned grade to a W which are approved by the instructor who assigned the original grade shall be made except that (a) that are approved by the dean or designee (including assistant deans) of the college of the student's major shall authorize the change of U to W, and (b) department chairs or school directors shall act on behalf of instructors no longer affiliated with the university and the Academic Affairs Administrator or designee.

9.2.2

For graduate students, each retroactive change from an assigned grade to a W shall be approved by the instructor who assigned the original grade except that a) the Dean of Graduate Studies Affairs or designee may authorize the change of U or WU to W, and b) department chairs or school directors shall act on behalf of instructors no longer affiliated with the university or absent from the university for a length of time that would unduly delay processing the withdrawal request.

September 2021

- GRE/GMAT no longer required: Beginning with the Spring 2023 graduate program admission cycle, the university will no longer require the GRE/GMAT. Decisions about whether to use the GRE/GMAT will be made at the program level. The Graduate Council encourages programs to review their admissions practices and requirements on a periodic basis.
- “300+1” GPA eliminated for graduate students

October 2021

- Definition of Good Academic Standing for graduate students (excerpt): Graduate students are considered to be in Good Standing with the College of Graduate Studies if they 1. maintain good academic standing with the university

(based on cumulative GPA), 2. are in good judicial standing (as defined by the Center for Student Rights and Responsibilities), 3. make continued good progress toward the degree each semester (as defined by the graduate program), 4. maintain matriculation (enroll in classes or file Leave of Absence, each Fall and Spring semester). Appeals may be submitted in writing to the Graduate Dean to reinstate Good Standing with the College of Graduate Studies. The consequences for loss of Good Standing may also be appealed in writing to the Graduate Dean.

- **Course forgiveness policy updated:** A student who receives a grade of C– or lower (fewer than 2.0 grade points per unit) may request that the course repeat policy for grade forgiveness be applied to that course. Students may request up to a limit of 16 units for course forgiveness, ~~with the constraint that no more than one course may be an upper division course.~~ The course repeat policy shall be applied to courses taken at San Diego State University, except where enrollment is restricted or the student no longer qualifies for admission to a course.
- **Summer Term Credit Limits established:** SDSU will establish registration limits in its Summer Sessions whereby students may enroll in no more than 18 units in total during summer. Students will be permitted to enroll in no more than 9 units in each Summer Session (S1 and S2), and up to 18 units in the 13-week session T1 (if they are not taking classes during Sessions 1 and 2). Any exceptions to these maximums will require approval by an academic advisor and administrator in Enrollment Services.

November 2021

- **Expedited process for EO 1071 programs (set to expire after AY 23/24):** 1. After consultation with the Department/School Curriculum Committee and faculty, Chair/Director or chair/director's designee initiates the program elevation form in Modern Campus Curriculum. This shall include a plan for deactivation of the existing concentration or specialization and a teach-out plan for the remaining students. Curriculum services will submit a Subchange Screening Form for WSCUC on behalf of the department. 2. The Elevation proposal is evaluated by the College Curriculum Committee to ensure that the degree requirements and other Catalog items are exactly the same as the original concentration or specialization. 3. The Dean evaluates the proposal to ensure that adequate resources are available within the college to support the elevation. Since all these programs already exist and are being offered, the Dean should ensure that separation of the concentration or specialization into its own degree does not cause complications with advising. 4. Elevations approved by the College and Dean that do not include any other curriculum changes are forwarded to SEC and the Senate for approval. 5. Approved proposals for elevation are forwarded to the Chancellor's Office. 6. Once the Chancellor's Office approves of the elevation, the program will be forwarded to CAL State Apply for inclusion in the application process.

- Approval of Grad Candidates Policy Update:

- 1.0 Approval of Candidates for Graduation

- 1.1 Each semester, lists of candidates for graduation shall be made available to faculty by **Enrollment Services**. Lists shall be distributed as follows:

- a) Senate office, one copy of all lists;
 - b) Office of the Provost, one copy of all lists; and
 - c) ~~academic departments and schools, one copy of lists of candidates in the majors.~~ **For each major, one copy of candidates for graduation will be distributed to the corresponding academic department, school or equivalent unit.**

All lists are expected to be maintained in manners consistent with FERPA and CSU data security policies.

Faculty shall be notified of the distribution. ~~The Senate copy of lists shall be made available at the Senate meeting at which the full-time faculty members of the Senate vote approval of the candidates for graduation in accordance with sec. 2.0 of the Preamble.~~ **At the final Senate meeting of each academic term, the Senate will be presented a report which contains the number of candidates for graduation (aggregated by college and major), comparative information, and details on how Enrollment Services will be evaluating each candidate to ensure that all degree requirements have been met. The report will also specify how late graduation candidates will be managed and evaluated in accordance with CSU and SDSU policies.**

- 1.2 Faculty objecting to the appearance of any candidate's name on any of the graduation lists may register such objection through the department chair or school director or the Senate office. The objections shall be forwarded to the Provost, who shall investigate the objections and report to **a closed session** of the Senate **Executive Committee**. The Provost shall make necessary adjustments in the graduation list.

- Undergrad Advising Policy Update:

Advising, Undergraduate Academic

1.0 Mission and Purpose: ~~Academic advising supports student retention and graduation from the University. shall help students to identify and assess academic alternatives and the directions in which they lead. Advising means~~ engages students in a dynamic relationship to support their growth and development as they seek to earn their degree.

SDSU academic advisors help students:

- Identify and mobilize a community of support (including faculty, staff, students, and family);
- Envision a positive future and make a plan to reach that vision;
- Grow in their capacity to navigate the University and the challenges of college life;
- Become well-informed about campus processes, policies, resources, and requirements.

2.0 Coordination

2.1 ~~The Associate Vice President for Faculty Advancement and Student Success Enrollment Services~~ shall lead in consultation with the Associate Vice President and Dean of Students and the Associate Vice President for Enrollment Services a coordinated campus approach to advising, including

- a. Dissemination of information (e.g., General Education requirements, academic deadlines),
- b. Preparation and updating of written statements (e.g., Catalog and Class Schedule) describing those academic requirements, regulations, and policies applicable to all students,
- c. Identification of academic policy matters and their referral to the Undergraduate Council for consideration, and to prepare action for The Senate,
- d. Systematic consultation with Student Affairs regarding implementation of,
- e. Assessment of campus advising activities for the purpose of program development, change, and improvement, ~~including general navigational and developmental advising essential to students in transition or in specific populations;~~
- f. Support of technological innovation to support advising services,
- g. Recognition of outstanding academic advisors, and
- h. Advising-related training and support ~~Responsibility for the Academic Advising Center.~~

2.2 Academic advising shall take place in three major venues:

- a. First-year and specific population (including, for example, EOP, Athletics, Health Professions) coordinated care advising to be provided by assigned advisors as determined by AVP FASS and the Dean of Students. ~~The Academic Advising Center, providing advising in General Education, graduation requirements, and university policy to all students and assisting undeclared students in their search for a major;~~
- b. College and department or school academic advising for students in the relevant major fields involving assistant deans, ~~department or school~~ faculty and staff advisors, and informal contacts with faculty members in the major department or school, with Faculty Advancement and Student Success providing support for undeclared students;
- c. Office of Evaluations advising for students seeking assistance with technical questions relevant to transfer credit, evaluation and for undergraduate students seeking to qualify for graduation. ~~Student Affairs' support services where advising information is included in personal counseling; this shall involve both services for the general students and those for students with special needs.~~

3.0 Academic Advising Council

An Academic Advising Council will be formed and directed by the designee of the AVP Faculty Advancement and Student Success, to promote best practices and ensure campus coordination and alignment for undergraduate academic advising initiatives. This council will consist of one representative from each academic college, and one representative from other advising departments (e.g. Office of Evaluations, Athletics, Global Campus, Imperial Valley Campus, and each advising unit in Student Affairs and Campus Diversity). Members will help provide feedback and support for campus advising initiatives and monitor advisor training compliance and assessment of advising outcomes.

~~3.0 The Academic Advising Center shall provide comprehensive academic advising for undeclared students and graduation requirement advising for all students. The Center shall also bridge specialized and general advising through advising workshops, community college outreach programs, referrals, and information.~~

3.1 The Center shall promote student success by

- a. Advising undeclared students in clarifying their educational goals;
- b. Assisting students in the requirements for undergraduate degrees and in selecting appropriate coursework;
- c. Assisting students in understanding university policies, procedures, and deadlines;
- d. Providing referrals to department or school faculty advisors and student support services;
- e. Cooperating with local community colleges to facilitate continuity for transfer students;
- f. Serving as an all-university resource for advising information, workshops, and newsletters;
- g. Encouraging student growth and development by reinforcing self-reflection, self appraisal, and self-direction; and
- h. Evaluating its services for the purpose of program improvement.

3.2 Faculty members shall be involved in the actual advising of students in the Advising Center and recommending policies through the Undergraduate Council. The Advising Center shall involve faculty members on rotation and as available through assigned time. The Advising Center staff shall maintain close relations with undergraduate advisors in college offices and departments or Schools.

4.0 An Assistant Dean for Student Affairs shall be assigned to each college, and to Faculty Advancement and Student Success and Graduate Affairs. Among the responsibilities of the assistant deans shall be academic advising, including (a) coordination of academic and student services; (b) programs for retention, student leadership support, and university orientation; and (c) judgments on petitions for reinstatement, late change of program, and academic program adjustment, many of which include deliberation with students.

5.0 Undergraduate Advisors: *Colleges shall develop academic advising structures to support* Each academic department or school shall identify an Undergraduate Advisor to meet with its majors and minors. ~~The department or school~~ Academic unit-based advisors (a) shall provide clear, current, and accurate course and program information, including department or school policies and procedures and specific graduation requirements, (b) shall assist with course selection, (c) shall suggest career options and opportunities for further study, and (d) refer to other campus offices for specialty support including the Career Services Center, the Office of Financial Aid and Scholarships, Student Ability Success Center, Counseling and Psychological Services, etc. The advisor shall also make judgments on petitions for adjustment of academic requirements in the major or minor and shall maintain liaison with the Office of Evaluations and the evaluators assigned to the major. ~~A department or school may appoint more than one advisor.~~ Credential or certificate programs may bring additional advising responsibilities. Other faculty members throughout the university may assist in advising through individual student conferences on educationally related concerns.

6.0 Student Affairs offices may provide various aspects of academic advising. ~~Although Evaluations in the Office of Enrollment Services shall work most closely and consistently with academic advising, many support services for special populations and general consultation may include academic advising.~~ Student Affairs advisors and counselors, therefore, may provide services related to employment, financial aid, disability-related accommodations, careers, personal, and related nonacademic concerns. These offices shall cooperate with the Associate Vice President for Faculty Advancement and Student Success, Enrollment Services, and department or school advisors throughout the university to ensure that information is current and accurate.

- Waitlist Policy (on Registrar's Website): Effective with registration for the fall 2022 semester, SDSU will adopt a waitlist ranking process based on the order that students add themselves to waitlists. In the fall and spring semesters, enrollment in a course from the waitlist, when space becomes available, will be automated for the first five (5) instructional days of the semester. If the fifth instructional day falls on a Friday,

automated enrollment from the waitlist will continue through the following Saturday and Sunday. Instructors will have the option to add students to their classes using permission numbers in the days that follow until the schedule adjustment deadline. As summer terms have different periods for schedule adjustments based on term length, the same approximate ratio of days for automated waitlist and permission numbers will be utilized.

March 2022

- Undergrad Council Information item WPA: Professors Chris Werry and Kathryn Valentine (RWS) presented to the Council a recommendation to eliminate the WPA, based on recommendations from the CSU Future of the GEAR Committee. The following motion was passed: Undergraduate Council recommends that SDSU accept the recommendation of RWS faculty and the CSU Future of the GEAR Committee to eliminate the WPA, assess its resource and class scheduling implications, and that an action item to be drafted by this committee proceed through the shared governance process, with opportunities for input from AP&P, UCC, and Student Affairs & Campus Diversity, before a vote of the Senate, no later than April 2022. (Kim moved; Schenkenfelder second; 12 - 0)

May 2022

- Effective Fall 2022, SDSU Community Service Officers will be eligible to receive priority registration.

June 2022 (SEC)

- The following 6 GE classes (2 from each explorations category) shall be designated as 3-unit Upper Division Writing courses: Social Sciences History 404 - Hist of Human Rights BRAZ 325 - Brazilian Democracy and Society Humanities ENGL 301 - Psychological Novel ENGL 305 - Literature and Environment Natural Sciences ENV S 301 - Energy and the Environment MATH 303 - History of Mathematics

September 2022

- Graduate Council Degree Time Limits:

Degree Time Limitations

All requirements for advanced certificates and master's degrees coursework must be completed within six years after initial registration in course(s) used towards the completion of degree requirements. All requirements for master's and joint master's degrees entailing more than 36 units must be completed within seven years after initial registration in course(s) used towards the completion of degree requirements. Time spent on leave of absence is counted toward the degree time limit. Students who do not graduate by this deadline will be subject to administrative disqualification by the graduate dean. With the approval of the program or department graduate adviser, a student in the sixth academic year of graduate study may appeal to the graduate dean for a one-year time limit extension. Students validating by examination will be required to specify a date certain by which all requirements for the degree will be completed. Only in exceptional circumstances will this time limit exceed one calendar year from the date of validation. A course or program may be validated by examination only once. Students who exceed the time limit and wish to continue their studies must formally apply for new admission. Programs readmitting students who have been disqualified for exceeding the time limit should consult with the student at the time of readmission to determine whether credits previously earned will meet current degree requirements. Disqualified and readmitted students will be held to current Graduate Bulletin requirements and will need approval from their program adviser to use expired courses. Expired courses from an outside university cannot be used toward the fulfillment of degree requirements.

Degree Time Limitations (Advanced Certificates and Master's degrees)

For most master's and advanced certificate degrees, all requirements must be less than six years old at the time that the degree is awarded. For master's and joint master's degrees that require more than 36 units, all degree requirements must be less than seven years old when the degree is awarded. Time spent on leave of absence does not extend the degree time limit. Students who do not graduate by these deadlines may be subject to administrative disqualification by the graduate dean.

Graduate advisers who support time extensions for expiring courses may appeal on behalf of the student, if those courses have not changed significantly since the student took them. A course may not have its time limit extended if it is a transfer course from another university. An expired culminating experience (thesis, project, portfolio or comprehensive examination) may not have its time limit extended. No more than 30% of the degree's total units may be extended beyond standard time limits, and no course or other degree requirement can be

greater than 10 years old at the time the degree is awarded. Individual graduate programs may more narrowly limit the number, types and/or expiration date of courses, based on field-specific standards.

Appeals for time limit extension require justification of the student's extenuating circumstances. Advisers must also address whether degree requirements have changed since the student began their program, and how each expired course will be "validated" for current knowledge. If an appeal is approved and student knowledge is then validated for recency, a one-year time limit extension will be granted. Courses that fail validation must be repeated or substituted.

Students who have lost matriculation and wish to continue their studies must formally apply for readmission, which is not guaranteed. Prior to readmission, graduate advisers should provide students with a written degree completion agreement that includes a projected graduation term. Readmitted students will be held to current degree requirements, as printed in the Catalog.

- Undergrad Council Information item Re: Curriculum process changes

October 2022

- Curriculum Approval Process adopted changes (long with new workflow charts)

- **GWAR Policy Approved:**

2.0 Proficiency in Writing *

2.1 San Diego State University students shall demonstrate proficiency in writing skills as a requirement for graduation. Such skills shall incorporate basic rules of good writing, subject to the argument, format, logical development, demonstration of evidence, and style appropriate to various disciplines. Furthermore, departments and schools should insist upon effective expression in their courses and should stress the need for improving substandard writing.

2.2. Certification of Upper Division Writing Proficiency: ~~All students shall take the Writing Proficiency Assessment in the semester in which they achieve 60 units or, for students who transfer to SDSU with 60 or more units, in their first semester at SDSU, to determine their ability to write clearly and logically.~~ **Students shall enroll in one intensive upper division writing course (W) or two disciplinary writing courses (DW).**

- ~~a) Students demonstrating upper division writing proficiency on the Writing Proficiency Assessment shall meet the Certification of Upper Division Writing Proficiency, unless their majors, schools, or colleges require satisfactory completion of an upper division writing course. (If such a course is required, demonstrating competency on the [Writing Proficiency Assessment shall serve as the prerequisite.] Completion of the course with a minimum grade of C or Cr shall be certification of proficiency for the student.~~
- b) **Students demonstrating basic writing competency on the Writing Proficiency Assessment shall enroll in an upper division writing course.** Completion of an approved writing course(s) with a minimum grade of C or Cr shall mean the student has met the Certification of Upper Division Writing Proficiency.
- ~~c) Students unable to demonstrate basic writing competence on the Writing Proficiency Assessment shall complete an approved basic writing course with a minimum grade of C or Cr before enrolling in an upper division writing course. Completion of an approved upper division course with a minimum grade of C or Cr shall mean the student has met the Certification of Upper Division Writing Proficiency.~~

*To address the Chancellor Office's March 12, 2021 directive issuing a temporary, limited suspension of in-person, timed assessments used to place students in upper division writing classes, we ask that the senate allow the suspension of SDSU's Writing Placement Assessment, or WPA, and follow the Chancellor Office's directive to "satisfy the in-person testing requirement via a course or series of courses, beginning with the 2021-22 academic year." To assist students who a) took the WPA in early Spring Semester 2020, and cannot now retake it in hopes of receiving a higher score, or b) were planning on taking the WPA Spring Semester 2020, we ask that they be allowed to move directly to an appropriate upper division writing class in summer 2020, or fall 2020. On June 23, 2022, the SEC passed, on behalf of the Senate, the following update **exception**: The following 6 General Education (GE) classes (2 from each explorations category) shall be designated as 3-unit Upper Division Writing for AY 22-23 with the expectation that the appropriate Senate curriculum and writing committees approve permanent policy for beyond AY 22-23: Social Sciences - History 404 - Hist of Human Rights, BRAZ 325 - Brazilian Democracy and Society; Humanities - ENGL 301 - Psychological Novel, ENGL 305 - Literature and Environment; Natural Sciences - ENV S 301 - Energy and the Environment, MATH 303 - History of Mathematics. Students in majors that will exceed the 120 unit cap and are graduating in AY 22-23 can request a waiver to the Upper Division Writing requirement.

- **GE Writing Subcommittee charter & Membership Approved**

November 2022

- Minor Modifications approved:
Curriculum Changes, Undergraduate and Graduate

5.2 New Undergraduate Courses, ~~and~~ Changes in Existing Programs, and Major Modifications to Existing* Courses

- 5.2.1 Curriculum proposals for new classes, **major** changes in existing classes, or programs shall be sent concurrently to the General Education (GE) Committee if changes involve the University's GE program and the Graduate Curriculum Sub-Committee (GCC) for undergraduate proposals that involve classes open to graduate students, for approval.
- 5.2.2 Proposals approved by GE and/or GCC shall be sent to the Undergraduate Curriculum Committee (UCC). Proposals that do not require review by GE or GCC shall skip step 5.2.1 and go directly to UCC. **Proposals for minor modifications to existing undergraduate courses can skip 5.2.2 and go directly to the Senate as information items.**
- 5.2.3 Proposals approved by the UCC shall be reported to the Senate, to the AA-AVPs, Academic Deans Council, Undergraduate Council, and Associated Students as information items.

***See Curriculum Guide for current list of course modifications requiring additional review and approval.**

Proposed language to be included in the Curriculum Guide:

Generally, the review path for undergraduate course modifications involving only the initiating college's curriculum will no longer include the Undergraduate Curriculum Committee. Proposals approved by the College Dean (or designee) will be sent simultaneously to the Senate Executive Committee, Undergraduate Curriculum Committee, and Undergraduate Council. Unless objections arise, curriculum proposals will then be included in the Senate report as an information item.

There will be situations where additional review is needed:

- Undergraduate Curriculum Committee will review if the course modification is major. For example, if it implicates other colleges, or switches the course from lower (100-200) to upper division (300-400), or from undergraduate (<500) to graduate (500 and above), or vice versa.
- Undergraduate Writing Committee will review if the change involves adding or modifying a "W" or "DW" designation to classes satisfying the Graduation Writing Assessment Requirement (GWAR).
- Student Learning/Community Engagement Committee will review if the change involves adding or modifying a Service Learning or Community Engagement designation.
- International Affairs University Senate Council will review if the change involves adding or modifying Global Learning designation.

Changes to the list of situations where additional review is needed can be made by approval of AP&P.

Examples of minor modifications include:

Updating course title OR course description that does not impact other colleges and that reflects only minor changes in content.
Changing catalog numbers without changing from lower division (100-200) to upper division (300-400), undergraduate (<500) to graduate (500 or above), or vice versa. (The old catalog number must be retired and cannot be used again for five years.)
Convening existing undergraduate courses that involve no other curriculum changes to GE courses, pending GE Committee's approval (these courses can skip UCC review)
Updating unit range for variable unit courses.
Updating Contact Hours
Updating Instruction Mode(s)
Updating Grading Basis
Updating Repeat for Credit Rules
Updating Course Note(s)
Updating current and/or deleting enrollment requirements (i.e., prerequisites, corequisites, concurrent); addition of requirements outside of college requires that proof of consultation be attached to the proposal
Updating Instructional Methods (CS codes)
Updating Course/Department/College Specific Requirements
Program changes that only reflect minor modifications to existing courses

March 2023

- Course prerequisites in policy file to get into compliance with Title V: 2.5. Students retain catalog rights with respect to prerequisites. Prerequisites added to a course in subsequent catalog years shall not be imposed on students with prior catalog rights.
- University Policies: Academics: Transfer Students 3.0 Catalog of Choice minor edits to this section approved
- Courses not taught, added CAA to the section about deletion
- Minor edits to the SDSU Imperial Valley Curriculum and Academic Policy adding in the Mesa campus dean to the approval process
- Approval of new course designation "Community Engagement"; addition to the curriculum guide

April 2023

- 2023/24 edits to academic calendar for Juneteenth

May 2023

- University Policies: Academics; Absence from Class (administrative drops) approved
- University Policies: Academics, Course Prerequisites: only those in the catalog will be enforced; faculty can drop for lack of prerequisites
- 2024/25 Academic calendar with Juneteenth edits approved
- Policies and Application Guidelines for Centers and Institutes approved

October 2023

- Updated Graduate Council charter

November 2023

- Minor modifications to graduate courses approved

December 2023

- 2025/26 Academic calendar approved

February 2024

- Curriculum review process for special topics; University Policies: Academics, Courses, Experimental and Interdisciplinary Limited-Duration
- Syllabi collection policy

March 2024

- Established a School of Physical Therapy in HHS
- 900 level courses: undergrads may enroll by classes by permission only

April 2024

- Changed the phrase from “Probation” to “Academic Notice” in the policy file, under University Policies: Academics, Grades
- AP&P Report – Impaction criteria changes/updates

May 2024

- Extended expedited curriculum changes for 1071 to the 24/25 academic year
- Added an expedited curriculum process for Area E GE courses to move GE categories for AY 24/25 only due to new GE implementation
- ILO 7 language updated
- University Policies: Academics Cheating and Plagiarism updated to include AI language
- Updated language on syllabi collection
- Updated language in University Policies: Codes, Faculty-Student Relations regarding grade changes
- Added/changed language on retroactive withdrawal in University Policies: Academics, Grades 9.0; graduate students have a 2-year time limit

SDSU Course Classifications

Course Classification number	APDB CODE	PeopleSoft Component Abbrev	Description	Weekly Class Hrs. Per Unit of Credit	Normal LD	Class UD	Size GD	Workload K-Factor
C1	01	LLC	Large lecture	1	50+	50+	50+	1.0
C2	02	LEC	Lecture discussion	1	30	30	30	1.0
C3	03	LEC	Lecture-composition	1	20	20	20	1.0
C3	03	LEC	lecture-counseling	1	20	20	20	1.0
C3	03	LEC	Lecture-case study	1	20	20	20	1.0
C4	04	LED	Discussion	1	25-39	25-40	25-41	1.0
C5	05	SEM	Seminar	1	20	20	20	1.0
C6	06	DIS	Clinical Processes	1	20	20	20	1.0
C7	07	ACT	Fine Arts and science activities	2	24	24	24	1.3
C8	08	ACT	Education workshops and Social Science	2	30	30	30	1.3
C9	09	ACT	Music activity - large group	2	40	40	40	1.3
C10	10	ACT	Music activity - small group	2	10	10	10	1.3
C11	11	ACT	Physical education and recreation activities	2	30	30	30	1.3
C12	12	ACT	Speech, drama & journalism activities	2	20	20	20	1.3
C13	13	TAC	Technical activities and laboratories	2				1.3
C14	14	ACT	Remedial courses	2	15	15	15	1.3
C15	15	LAB	Technical activities and laboratories	3				1.5
C16	16	LAB	Science laboratories	3				2.0
C17	17	CPO	Clinical practice off campus	3	8	8	8	2.0
C18	18	ACT	Major intercollegiate sports	3 or more	20	20	-	6.0
C19	19	ACT	Minor intercollegiate sports	3 or more	20	20	-	3.0
C20	20	ACT	Major performance	3 or more	20	20	20	3.0
C21	21	ACT	Music performance	3 or more	40	40	40	3.0
S23	23	SUP	Supervision	n/a	12	12	12	n/a
S24	24	SUP	Supervision	n/a	18	18	18	n/a
S25	25	SUP	Supervision	n/a	24	24	24	n/a
S36	36	SUP	Supervision	n/a	36	36	36	n/a
S48	48	SUP	Supervision	n/a	48	48	48	n/a
C77	77	RTC	Peer-taught courses, ROTC or non-workload instruction which is not state supported	varies	n/a	n/a	n/a	0.0
C78	78	NNT	Nontraditional instruction, examination, or evaluation (workload is assigned)	varies	n/a	n/a	n/a	0.0

Class	Description	Contact Hours Per week	Normative Class Size LD	Normative Class Size UD	Normative Class Size Graduate	Weighted Teaching Unit per each student
S-1 / S-48	Independent Study Studio Inst	3/4 hr.	48	48	48	.25 (1/4 unit)
S-2 / S-36	Independent Study Studio Inst	1 hr.	36	36	36	.33 (1/3 unit)
S-3 / S-25	Student Teaching	1 1/2 hrs.	- -	25	25	.50 (1/2 unit)
S-4 / S-24	Work Study, Thesis	2 hrs.	18	18	18	.67 (2/3 unit)
S-5 / S-23	MSW Fieldwork	3 hrs.	- -	- -	12	1.0 (1 unit)

The formula used to determine faculty workload for “C” (classroom) classes is as follows:
 (Adjusted Course Credit Units) X (K-Factor) X (team Teaching Fraction) = WTU
The Formula used to determine faculty workload for “S” (Supervision) classroom is as Follows:
 Enrollment / S Factor X 12 = WTU

(S factor for each - S23, S24, S25, S36, S48, - is identified in the footnote at the bottom of the page).

S23 - Use S Factor 12 in formula to determine WTU's
S24 - Use S Factor 18 in formula to determine WTU's
S25 - Use S Factor 24 in formula to determine WTU's
S36 - Use S Factor 36 in formula to determine WTU's
S48 - Use S Factor 48 in formula to determine WTU's