



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

CURRICULUM HANDBOOK

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Office of Undergraduate Studies
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PREFACE

This Handbook was designed to describe the policies and procedures inherent to the management of the University curriculum. It provides definitions of curricular terminology used on this campus and guidance for the development, modification, and discontinuation of all elements of the curriculum.

All University policies and procedures are subject to modification as needed.

To provide a context for curricular process, some basic principles are outlined. We hope users of the *Handbook* will take these principles into account as proposals are developed. All new programs and courses should be consistent with the University's Mission Statement ([Appendix A](#)).

CURRICULAR POLICIES

(Senate: 1/30/96, 4/9/96; President: 5/7/96, 7/24/96; Editorial Amendment: 9/00, 8/01, 9/03)

Responsibility for the development of the curriculum rests with the faculty, subject to system guidelines in the **Administrative Code, Title 5**, and in other pertinent statutory documents.

New degree programs, including options and concentrations, are projected on the University's Academic Master Plan prior to their detailed design. Undergraduate degree programs with options, concentrations, or special emphases must have a common core requirement of at least five courses. Departments may request a variance based on the standards of the discipline. This variance must be approved through academic governance processes. Each graduate degree program with options, concentrations or special emphases must include a common core experience. Each college within the University must establish a policy defining acceptable core experiences. Each college within the University must establish a policy defining acceptable core experiences for graduate degrees within the college. This college policy shall be subject to approval by the Curriculum Subcommittee and the Educational Policy Committee. Justification for their addition to the program is developed concurrently, in terms of academic and professional needs, student and community interests, and fiscal feasibility. Modifications in existing courses and programs also are given formal consideration, and all programs are reviewed in an ongoing process which has a five-year cycle.

The curriculum has both residence and external components, and includes undergraduate and graduate segments. Courses, degree and certificate programs, and modifications thereof are proposed by the faculty in the respective disciplines or interdisciplinary areas. Following departmental approval, these proposals are reviewed by the Instructional Affairs Committee of the corresponding college.

At the university level, new major programs, options, minor/credential programs and certificates and resolution of unresolved challenges to curricular modifications are considered by the Curriculum Subcommittee. The subcommittee submits approved proposals to the Educational Policy Committee, where the curricular actions stand approved unless questioned and agendaized for further consideration.

CURRICULUM CALENDAR

(Senate: 1/16/90; President: 3/15/90; Editorial Amendment: 9/00, 8/01)

Curricular proposals may be considered by departmental, college and University committees and subcommittees only during fall, winter and spring quarters. Curricular proposals which did not receive final action prior to the end of spring quarter shall be held on the agenda of the committee or subcommittee until fall quarter.

The Educational Policy Committee subcommittees shall not meet during summer quarter. Non-curricular items which cannot wait until fall quarter, such as policy issues requiring timely response and referrals of student petitions which cannot be handled by executive action, shall be referred to the Educational Policy Committee for consideration.

CURRICULAR REVIEW PROCESS

Approved May 7, 1996

Intent: It is the intent of these curricular review procedures to accomplish the following:

- A. To ensure that the primary responsibility for development of curriculum remains with the faculty;
 - B. To ensure that comprehensive consultation takes place in the course of curriculum development;
 - C. To place greater responsibility for review and approval of curricular proposals at the college level, leaving EPC, its subcommittees and University academic administrators free to devote their time to policy items and to major curricular proposals rather than to the approval of every curriculum change;
 - D. To ensure the new curriculum calendar meets the objective of having unchallenged, new curricular proposals approved or disapproved within one quarter after release from the initiating college and to have new proposals with challenges approved or disapproved within two quarters.
1. Each college shall establish procedures for dealing with curricular items. These procedures must provide for consultation with other departments within the college, when appropriate, and with all other colleges. The executive secretary of EPC, the appropriate University level curricular dean, the Library and the Office of Academic Technology Support, must be included in this consultation process prior to consideration by the college curriculum committees. Deadlines for responses within the college and for action by college curriculum deans may be set by the colleges, except that the procedures must provide for a ten working day response time for requests for consultation sent outside the college. Attempts to reconcile differences shall be made prior to consideration by the college curriculum committee, but if informal consultation fails to reconcile the differences the objecting party shall have the opportunity to present his or her case at a time certain to the college committee. Modifications of college procedures must be submitted to EPC for review and approval.
 2. After approval by the appropriate college curriculum committee and college dean, curricular items shall be forwarded to the executive secretary of EPC together with all consultation sheets and all resolved and/or unresolved challenges. The executive secretary of EPC shall, within two meetings after the date of receipt of the proposal, either approve the proposal and add it to the curriculum or forward it to the appropriate EPC subcommittee. A proposal that is not approved by the executive secretary of EPC and not added to the curriculum or involves a new major program, option, minor, credential program or certificate, a change in general education, a change in upper division writing courses required by the University, or resolution of an unresolved challenge, shall be forwarded to the appropriate EPC subcommittee.
 3. The subcommittee executive secretary shall agendize the proposal no later than two meetings from the date of receipt of the proposal from the executive secretary of EPC. If there are no challenges to the proposal or all challenges have been resolved at the college level, the subcommittee may act on the proposal or set a time certain for discussion of the proposal with appropriate faculty. If the challenges were not resolved at the college level, the subcommittee shall invite the proposers of the curricular item and the objectors at a time certain to discuss the issues.
 4. Items referred to EPC shall be agendized with a time certain in order to expedite committee action. If approved by EPC it may be approved by the executive secretary of EPC and added to the curriculum without further action.
 5. New major programs, new minor programs, new certificate programs, and new credential programs shall, after approval by the appropriate subcommittee and university level dean, be forwarded to the executive secretary of EPC who shall add them to the EPC agenda no later than two meetings from the date of receipt

of the proposal, together with information indicating whether or not there have been any challenges to the proposal at the college or university subcommittee level that remain unresolved. The proposal shall be agendized with a time certain in order to expedite committee action. If approved by EPC, the executive secretary of EPC may take the appropriate action of approving and adding to the curriculum, or forwarding to the Provost and Vice President for Academic Affairs for approval and forwarding to the Chancellor's Office and/or the Commission on Teacher Credentialing as may be required.

6. Proposals affecting courses or themes in the General Education Program shall, after approval by the appropriate college curriculum committee and college dean, be forwarded to the executive secretary of EPC together with all consultation sheets and all resolved and/or unresolved challenges. The executive secretary of EPC shall log in receipt of the proposal and, within three working days, shall forward it to the Dean of Undergraduate Studies who shall, within three working days, issue a "pink sheet" to all faculty who shall then have ten working days to respond. At the expiration of the "pink sheet" deadline, the Dean of Undergraduate Studies shall add the proposal to the General Education Subcommittee agenda no later than two meetings after the deadline. In cases where the proposal affects courses in the "written communication" portion of the "basic subjects" block, the Dean shall also add the proposal to the Curriculum Subcommittee agenda no later than two meetings after the deadline. The proposal shall be agendized with a time certain in order to expedite committee action. The proposers of the item and the objectors, if any, shall be invited at the designated time certain. After approval by the General Education Subcommittee and the Curriculum Subcommittee (if required), the proposal shall be forwarded to the executive secretary of EPC with a recommendation for inclusion in the curriculum or a recommendation that the matter be reviewed by EPC. The executive secretary of EPC shall add the proposal to the EPC agenda no later than two meetings from the date of receipt of the proposal from the subcommittee(s). The executive secretary of EPC may also refer the item to EPC at his or her own volition.
7. If the proposal is not referred to EPC it may be approved and added to the curriculum by the executive secretary of EPC without further committee action.
8. Modifications of the General Education Program, i.e., "Definition, Philosophy and Criteria for General Education Breadth Requirements," structure of the program such as organization of blocks and number of units in blocks, and number of units in the program, are policy issues that must be referred to EPC and, if approved by EPC, must be forwarded to the Executive Committee of the Academic Senate for normal Senate and Presidential approval.

Procedure for Submitting Proposals for New Degree Major Programs

Section I excerpt from Chancellor's

"Procedures for Fast-Track and Pilot Program Alternatives for Establishing New Degree Programs", August 1997

A campus, in accordance with its approved academic master plan, submits detailed proposals for new degree major programs to the Office of Academic Planning 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 four copies should be sent to Academic Planning, Office of the Chancellor.

1. Definition of the Proposed Degree Major Program

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

(Note: With regard to Sections 1e and 1f, a proposed program should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.)

- g. If any formal options, concentrations, or special emphases are planned under the proposed major, explain fully.
- h. Course prerequisites and other criteria for admission of students to the proposed degree major program, and for their continuation in it.
- i. Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.
- j. For undergraduate programs, provisions for articulation of the proposed major with community college programs.

- k. Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.

(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 California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.
- b. Differences between the proposed program and programs listed in Section 2a above.
- c. List of other curricula currently offered by the campus that are closely related to the proposed program.
- d. Results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree *and* evidence of serious student interest in majoring in the proposed program. Justify any discrepancies between national/statewide/professional manpower surveys and local findings.
- e. For graduate programs, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.
- f. Professional uses of the proposed degree major program.
- g. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.

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

3. Existing Support Resources for the Proposed Degree Major Program

(Note: Sections 3 and 4 and Table 1 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning.)

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

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

- b. Space and facilities that would be used in support of the proposed program. Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.
- c. Library resources to support the program, specified by subject areas, volume counts, 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. Complete Table I. Enrollment and faculty positions should be shown for all discipline categories that will increase because of the new program and for all discipline categories that will decrease because of the new program. If faculty positions are to be transferred into the program from other areas, the reductions in faculty positions should be shown in the appropriate discipline category or categories.
- b. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.
- c. The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campuswide priority of the facility, capital outlay program priority, and projected date of occupancy.
- d. Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.
- e. Additional equipment or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the 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.

Recommendations for Developing Curricular Proposals

Suggested Considerations

I. New Course Proposals

1. Does the course title accurately and concisely reflect the course description and content?
2. Is the course description clear, and does it follow the 30-word limit?
3. Do the required prerequisites and/or co-requisites logically relate to the proposed course?
4. Are the mode of instruction, unit value, and benchmark correctly identified, and appropriate C/S factor assigned?
5. Does the justification for the course address the stated need and whether the course is required or an elective in the program?
6. Does the course outline clearly describe all elements of the course content as stated in the course description?
7. Do the course objectives clarify the level of competence, and does that correlate with the course number assigned?
8. Are the 10-15 references supportive of the course content, and is complete bibliographic information included?
9. Does the course content overlap/duplicate existing courses in the university?
10. If the use of technology replaces 25% or more of classroom seat time, have the *Guidelines for Technologically Mediated Courses* ([Appendix B](#)) been followed?
11. Have all the required resources been identified, and does the need for the course seem sufficient given resources required? Can the course be staffed by more than one existing faculty member? Are additional resources required for faculty and/or classroom/office space? Will it require additional computers, audiovisual, library needs, and/or equipment? Are increased costs justified? Is the estimate for FTE reasonable?
12. Does this course require modification of the program? If so, is the program modification prepared for submission with the proposal?

II. Modification of Existing Courses/Majors/Minors

1. What is the justification for the modification, and has it been clearly articulated? What effect will the modification have on the department FTE, SFR?
2. How will the modification affect other departments/programs? Has there been discussion with affected department/programs prior to sending the proposal out for formal consultation?
3. Will existing articulation need to be changed?
4. Do references need to be updated to reflect changes in course content and currency in the field?
5. If the use of technology replaces 25% or more of classroom seat time, have the *Guidelines for Technologically Mediated Courses* ([Appendix B](#)) been followed?

III. Program Discontinuance

Have the guidelines in the *Policies and Procedure for Academic Program Discontinuance*, been followed? ([Appendix C](#))

CONSULTATION PROCEDURES FOR CURRICULAR ITEMS

Note: Consultation Procedures for the Charter College of Education are described in a separate appendix)

Informal consultation:

In order to reduce objections, informal consultation should take place with all affected departments in the preparation of curricular items.

Formal consultation:

1. University policy states “curricular proposals may be considered by departmental, college and University committees and subcommittees only during fall, winter and spring quarters.”

Consultation with associate deans during the summer may occur to determine what departments/schools in their college should be consulted when the fall quarter begins.

2. On behalf of the proposing department (after discussion with its chair) the College Associate Dean will according to the college curricular procedures:
 - a. Identify appropriate department(s) within the college that must be consulted on the proposal, and transmit to the department(s) a copy of the curricular proposal and the “*Record of Consultation*”.
 - b. Send a copy of the curricular proposal to the Executive Secretary of EPC (Office of Undergraduate Studies), Associate Deans of all other colleges, the Library, and the Office of Academic Technology Support (ATS) with the cover form “*Request for Consultation Instructions*”. All post-baccalaureate and graduate curricular proposals should also be sent to the Associate Dean, Graduate Studies. Requests for consultation must provide for a ten working day response upon receipt of the proposal. Failure to respond within the ten-day period shall be considered to indicate there are no objections.
 - c. Send curricular proposals and the cover form “*Record of Consultation*” to departments in other colleges identified by their Associate Dean as requiring consultation. Requests for consultation must provide for a ten working day response upon receipt of the proposal. Failure to respond within the ten-day period shall be considered to indicate there are no objections.
3. Departments being consulted will within ten (10) University working days indicate on the form either that they have no objections or that they do have objections that have been specified on the form. The initiating department will attempt to resolve objections through discussions, or modifications, as appropriate. If a resolution can be accomplished, a new ‘no objection’ consultation form should be provided. If no resolution is reached, the initiating department may state its response(s) to the objection(s) on the form, as indicated, and forward the proposal through channels for resolution at committee level.
4. At the conclusion of the consultation process and after college committee approval, the Associate Dean sends the original and a copy of the proposal with the attached signed and completed “*Request for Consultation Instructions*” and “*Record of Consultation*” to the Executive Secretary of EPC (Office of Undergraduate Studies).
5. In the case of unresolved objections, the full details of the “*Record of Consultation*” form should be attached to all copies of the proposal when forwarded.

COURSE INVENTORY FILE AND EFFECTIVE DATES

The Course Inventory File (CIF) is a listing of approved University and Extended Education Courses. The course information in this file includes the course title, units, Course Classification Number (CS Factor) ([Appendix D](#)), enrollment, grading, mode of instruction, effective date, etc. Once courses have been approved by EPC they are entered into the course file. In order for a course to be printed in the *Schedule of Classes* it must have its own unique listing in the CIF. The CIF also has the numeric listing of all special topic titles by course number.

Once approved by EPC, the effective dates on curricular items will be:

<u>Approved by EPC</u>	<u>Effective Date</u>
Fall	Spring
Winter	Summer
Spring	Fall

COURSE NUMBERING AND ABBREVIATIONS

Each approved course in the curriculum of the University is composed of many individual pieces or course elements, most of which are recorded on screen 125 in the course inventory file in OASIS (On-line Access Student Information System). Each course has some entry or value for every element.

Course Number

A three to four digit number which may also include a suffix is used to identify the course. The numbering of courses, and especially the assignment of level, is primarily a matter of traditional and faculty judgment. Some departments adhere to internal blocking of subject matter (using second digits).

Sub collegiate, undergraduate, graduate, and noncredit courses are numbered as shown below.

000–099	Subcollegiate level (no credit allowed toward requirements for academic degrees).
100–299	Lower division courses (freshman and sophomore level).
300–399	Upper division courses (junior and senior level) that do not earn graduate credit.
400–499	Upper division courses (junior and senior level) that may earn graduate credit for graduate students.
500–599	Graduate courses for graduate students only.
600–699	Specialized graduate courses for postgraduate students matriculated in the joint Ph.D. program in Special Education or in any other approved doctoral program.
700–749	Courses intended primarily for lower division students. Not acceptable toward degree or credential programs at Cal State L.A., but acceptable for professional advancement credit. Unit value credit listed directly following course title on academic record is acceptable for professional advancement credit only when accompanied by CR (Credit) grade.
750–799	Courses intended primarily for upper division students. Not acceptable toward degree or credential programs at Cal State L.A., but acceptable for professional advancement credit. Unit value credit listed directly following course title on academic record is acceptable for professional advancement credit only when accompanied by CR (Credit) grade.

- 800–899** Highly specialized courses intended primarily for graduate students. Not acceptable toward degree programs at Cal State L.A., but acceptable for professional advancement credit. Unit value credit listed directly following course title on academic record is acceptable for professional advancement credit only when accompanied by CR (Credit) grade.
- 900** Noncredit courses open to graduate students only. Courses in the 700 and 800 series are not listed in this catalog; their descriptions are carried in extension service announcements when they are offered.

Course Abbreviations

Each academic discipline has an official course abbreviation that is used to identify the discipline in this catalog; on grade reports, transcripts, major program sheets, and many other documents; and in the Schedule of Classes. These course abbreviations must be used on all program change forms.

A two to four character standard abbreviation for the prefix of a program or department. All prefixes for courses are maintained in the OASIS Subject Area Table. If the prefix is not in the Subject Area Table the prefix will not print in the *Schedule of Classes*. ([Appendix E](#))

SUFFIXES

Many course numbers have letter suffixes. Although many indicate special uses of the course within a particular department, some suffixes are standard throughout the University.

- A, B, C, D, E** A sequence of courses in which A must be taken before B, B before C, etc., unless description indicates otherwise.
- C, K, S** Sections of regular courses taught primarily in Cantonese (Chinese), Korean, or Spanish, usually as part of bilin-gual/crosscultural teacher training program. These suffixes appear in course listings in the Schedule of Classes and on transcripts, but not generally in the catalog.
- H** Open to students enrolled in the General Education Honors Program only.
- IP** Class taught in independently self-paced mode; hours arranged between student and instructor.
- L** Lecture.
- M** Open to students in Master of Fine Arts degree program in Art only.
- N** Upper division course intended for students not majoring in the department offering it; usually has different kinds of prerequisites; student in major may not count course in major program, but may include it as an elective outside the major.
- P** Practicum, laboratory, or activity.
- R** Open to conditionally classified graduate students only.

RESTRICTED COURSE NUMBERS

1. 295 and 395 Educational Participation in Communities.

Departments that wish to make credit available to students working in volunteer capacities with local agencies may request that these courses be added to the curriculum. The agencies and specific placements in them must have prior approval of both the Department Chair and the Director of EPIC. Volunteers would work in community, educational, social service, and recreational activities. As examples, the volunteers would gain professional experience as tutors, hospital aides, teaching aides, counselors, probation officers aides, and recreation leaders. Discussions with the EPIC Director are required before the proposal is presented. There are approximately 100 agencies in the Los Angeles area who cooperate with our EPIC program.

2. 398 and 498 Cooperative Education

These courses give credit for approved paid work experience that articulates with the student's major as on-the-job experience. A number of restrictions are provided in University policy; the Faculty Cooperative Education Director should be contacted before this course is initiated. Basically, the course is repeatable with one to four units per quarter, and with a minimum of ten work hours per week per quarter required for each unit of credit. This plan allows for either parallel programs, in which the students work part-time while taking other courses, or alternative programs, on which the student alternates periods as a full-time student with full-time work quarters. Students may enroll only if they have completed at least 45 quarter units and have a minimum 2.35 overall grade point average. Departmental placement in approved positions, periodic conferences, and written reports are required. The course is not a proper vehicle for granting credit for a student's regular employment. A department may elect to accept up to 12 units of cooperative education in a major program, of which nine units may be transferred from another college. Up to 21 units may be used in a baccalaureate program. Faculty should consult the current University Catalog for acceptable model descriptions.

Cooperative Education may be offered in any department/division. UNIV 298 is open to all students without restriction. Admission to UNIV 398, 399 and 498 is arranged through the coordinator for the student's major department or division. Admission to UNIV 398 requires UNIV 298 as prerequisite, as well as eligibility for a University or academic department or division honors program.

3. 499 Undergraduate Directed Study

This course is already available in all departments. It has variable units and is properly used for faculty-sponsored independent study, usually resulting in some written assignment or other production. Departmental permission to enroll is usually required.

4. 596 Comprehensive Examinations

These exams are given to master degree candidates and cover all aspects of courses taken in the major. Some departments require comprehensive examinations for undergraduate honors students.

5. 597 Graduate Research

Independent research under guidance of the faculty.

6. 598 Graduate Directed Study

Similar to 499, but at a more advanced level.

7. 599 Thesis (or Project)

Used by departments whose graduate requirements include a thesis or project. This course has a restricted use; the Associate Dean for Graduate Studies should be consulted for current regulation.

COURSE PREREQUISITES AND COREQUISITES

Prerequisite lists may not include the phrases, "or equivalent" or "or consent of instructor"; these are considered to be true for every course in the catalog and thus redundant. The statement, "(and) consent of instructor", may be used if in fact admission is screened on criteria that is not readily included in the description; the instructor must be available during registration periods to admit students to the class. In general, only the last of a series of prerequisites should be listed. For example, if 303 is a prerequisite and has itself prerequisites of 103 and 203, only the 303 need be listed. In the OASIS environment, pre and corequisite(s) can only be indicated by a course prefix and number. The system cannot interpret written statements.

UPPER DIVISION WRITING REQUIREMENT

Approved April 1992

There is an Upper Division Writing Requirement in communication in the English language in each undergraduate major. Students will be taught the conventions of the genres (for example: reports, prospecti, position papers, primary and secondary research papers) particular to their disciplines. Satisfactory completion of the Graduation Writing Assessment Requirement shall be a prerequisite for taking this requirement. A checklist ([Appendix F](#)) is used by the Curriculum Subcommittee to review the appropriateness of the course to be used for the upper division-writing requirement.

GUIDELINES FOR CAPSTONE COURSES

Approved 1992

Catalog Description

Prerequisite: Senior standing and a passing grade on the GVAR. Examination of the major issues, themes, theories and research findings in the discipline with an emphasis on their relationship to each other, integrating ideas and their affects on the discipline. A culmination experience such as a senior thesis or project is required.

Recommended Staffing: C-4

General Guidelines for Capstone Courses Outlines

The capstone experience should be designed to review and more broadly understand the major issues, themes, theories and research findings of the student's discipline or area of study and to help the student examine the relationship of often, seemingly disparate and unrelated areas. Its structure should provide the opportunity for the student to: examine similarities and differences, integrate and synthesize ideas, conceptualize the discipline or area of study more broadly than normally possible in more narrowly focused classes, and better understand how information and knowledge is used and applied in the field or in advanced study.

The structure of the capstone course should also provide an opportunity for the department to assess what has been gained by students for the program. Through discussions, classroom assignments and culmination experience, information can be collected that will help the program more "holistically" understand: the kinds of information and knowledge that is being provided through various offerings in the major; the

degree to which students understand, retain and are able to integrate program and the manner in which the program is designed, administered and delivered; and the degree to which students find the information relevant to other classes and their future goals in their chosen endeavor.

INFREQUENTLY OFFERED COURSES IN CURRICULUM

(Two-year rule)

Approved October 1979

In order to avoid advertising the availability of courses that are not actually being offered, it is imperative that departments and colleges act promptly to remove unused courses from the catalog. As a general principle, courses not offered successfully for a period of two years should be dropped from the curriculum. In practices, departments may choose to request of the Provost and Vice President for Academic Affairs or designee, through their college dean, that a particular course be retained for an additional year to demonstrate its viability. Courses not offered successfully for a period of three years that normally would be offered annually will be dropped. Courses not offered successfully for a period of four years that are normally offered every other year will be dropped. The authority to initiate the dropping of courses resides with the Provost and Vice President for Academic Affairs, or designee, who will notify college and departments of the proposed action in sufficient time for adjustments to be made.

SPECIAL TOPICS COURSES

Approved March 3, 1980

These courses provide a means for departments to offer innovative and/or interdisciplinary undergraduate courses, which do not fit into the existing curriculum framework. These courses are used to offer (a) transient subject matter for which a regular new course with continuing status would not be justified or which can only be offered to take advantage of, for example, the special expertise of a visiting professor, or (b) a topic that has been suggested as a potential new course, on a trial-basis. No topic may be offered more than four times under this series of numbers, if the topic is viable, it should be proposed as a regular course.

When submitting a special topic form ([Appendix G](#)), you need to remember that the abbreviation of the title is a maximum of 30 spaces. All special topic course abbreviations must begin with ST: and all seminar special topics would start with SEM:. If needed, a footnote in the Schedule of Classes can be used to explain fully the exact title of the listed special topic or seminar title. The generic title of all X54 series course would be "Special Topics in XXXXX (Prefix of department or division)."

Special Topic courses may only be offered for a maximum of four quarters. At the conclusion of the fourth quarter, courses should be made inactive or deleted from the listing of special topics on OASIS Course Inventory File, Screen 126. Since approval of the special topic course is only temporary, it is anticipated that if a course proves successful, the department would initiate a new course proposal form for obtaining EPC's approval for a permanent new course. Approval in no way guarantees approval of course load for the faculty member.

Before a special Topic Form is forwarded to the Executive Secretary of EPC, you must make sure that the department or division has the generic version in the CIF (Course Inventory File) with the correct staffing formula.

Unless otherwise specified, X54 courses are lecture-discussion mode (C-2, limit 40). Departments that use laboratory or activity modes should, if they wish, propose two courses X54L (for lecture) and X54P (for practicum), each with variable units and appropriate staffing. Both may be proposed on the same form. Because each course has its own variable units and proper staffing, considerable flexibility in scheduling offerings is available to departments. Lectures and laboratories can be combined or used alone to any appropriate desired total of units. For example, either two hours of lecture and two units of activity, or three hours of lecture and one unit of activity may be used to make up a single four-unit offering. Both might be used, with careful scheduling, in the same quarter. When scheduling these courses you must enter both the lecture and the laboratory section on the Schedule Building Screen 129 with a footnote indicating that each (lecture and laboratory) must be taken concurrently.

CERTIFICATE PROGRAMS

(Senate: 8/14/74, 7/11/78, 8/18/82, 2/6/90; President: 8/29/74, 7/13/78, 9/10/82, 3/13/90; Editorial Amendment: 9/99, 9/00, 8/01, 9/03)

The categories of certificate programs are credit certificate, non-degree credit certificate and noncredit certificate programs. Credit certificate programs may be offered by a department or Extended Education. Non-degree credit and noncredit certificate programs are offered through Extended Education. These programs and the criteria they meet are described below.

1. Credit certificate programs are composed of regular University courses. The minimum number of units in a credit certificate program shall be 24 quarter units for undergraduate programs and 16 quarter units for post-baccalaureate programs. Normally, courses in the program, except for prerequisites, are those at the 300, 400, or 500 level. For enrollment in 500-level courses, consent of the instructor is required. If there are prerequisites in addition to those required by the courses in the program, they must be clearly stated. No more than one quarter of the total units required for the certificate may be transferred from other colleges. A maximum of one quarter of the units in the program may be devoted to internships or independent study, or any combination thereof. The minimum grade point average required for completion of an undergraduate program is 2.0. For post-baccalaureate degree certificates, a minimum GPA of 3.0 is required for completion of the program.
2. Non-degree credit certificate programs are composed of courses at the 700 and 800-level. The minimum number of units in a non-degree credit certificate program shall be the equivalent of 24 quarter units. Exceptions to the minimum for highly specialized programs may be approved by the appropriate department chair(s), college dean(s) and the Curriculum Subcommittee.
3. Noncredit certificate programs are composed of noncredit courses for Extended Education units (CEUs). Ten CEUs are required for a non-credit certificate program. Exceptions to this minimum may be approved by the appropriate department chair(s), college dean(s), and the Curriculum Subcommittee.

Procedural Guidelines for Certificate Programs are Described Below.

A proposed certificate program must not infringe upon existing degree, minor, credential, or other certificate programs. In addition to the above, the following information must be furnished for all certificate proposals: purposes of the program, need for the program, availability of faculty, availability of other resources, and evidence of appropriate consultations and approvals.

1. Credit Certificate Programs.

- a. Proposals ordinarily are initiated by faculty members or the Dean of Extended Education, who must first obtain department or interdisciplinary area approval for such programs.
- b. Proposals must be submitted using a standard form, the general pattern of which is similar to that used for new program proposals. They are processed in accordance with established curricular procedures. After approval at the college level, the proposal shall be submitted to the other colleges for consultation before it is forwarded to the Office Undergraduate Studies for referral to the appropriate curriculum subcommittee. If the proposed program is approved by the subcommittee and if there are no subsequent objections by the Educational Policy Committee, the proposal shall be submitted to the Provost and Vice President for Academic Affairs for final approval.

- c. The department or interdisciplinary area which has initiated the program proposal is required to designate an appropriate faculty member as coordinator of the certificate program.
- d. Approved descriptions of degree credit certificate programs currently being offered are included in the **General Catalog**. Programs that are likely not to be repeated will not be included in the **General Catalog**.
- e. All informational materials to be published and circulated in connection with a degree credit certificate program must have the prior approval of the Office of Public Affairs.
- f. Upon application by a certificate program student, submitted prior to the appropriate deadline, a review is initiated in the Admissions and University Outreach Office, Graduation Section, in a procedure analogous to that of a graduation check. When all of the requirements have been met, the Office of Admissions and University Outreach enters an appropriate designation on the student's permanent record and certifies completion to the Provost and Vice President for Academic Affairs.
- g. Certificates are designed in a standard form for all programs, bear the seal of the University and the signature of the President, and are issued by the Office of Admissions and University Outreach.
- h. Annually, the Admissions and Records Office is required to report to the Associate Vice President for Academic Affairs-Planning and Resources the number of certificates awarded in each approved program.
- i. Each certificate program is reviewed along with other departmental or interdisciplinary programs in the course of the normal review cycle carried out by the Program Review Subcommittee of the Educational Policy Committee.
- j. Credit certificate program modifications must undergo the same approval process as new credit certificate programs.

Non-Degree Credit Certificate Programs.

- a. Proposals for non-degree credit certificate programs are initiated by individual faculty members, departments, colleges, or the Office of the Dean of Extended Education. Proposals for certificates with a distinct departmental orientation require approval by the department and college. For all proposals consultation is required with all college deans, the Dean of Extended Education and with the Curriculum Subcommittee prior to the submission of the certificate program to the Dean of Undergraduate Studies. After approval by executive action by the Dean of Undergraduate Studies, in consultation with the Educational Policy Committee, the certificate program is submitted to the Provost and Vice President for Academic Affairs. The proposal format is the same as for credit certificate programs.
- b. The Dean of Extended Education will annually report on non-degree credit certificate programs to the Curriculum Subcommittee, the Dean of Undergraduate Studies and the Educational Policy Committee.

- c. Descriptions of approved non-degree credit certificate programs shall not appear in the **General Catalog**.
- d. Administration of this type of program is carried out under the supervision of the Dean of Extended Education. When substantive matters of concern to a specific department are involved e.g., appointment of a coordinator or key instructors, consultation with such interested departments is required.
- e. All informational materials to be published and circulated in connection with a non-degree credit certificate program must have the prior approval of the Dean of Extended Education.
- f. Upon request by a certificate program student, submitted prior to registration for the last quarter of the program, a review of the student's records is initiated in the Office of Extended Education. When all of the requirements have been met, the Dean of Extended Education or designee enters an appropriate designation on Extended Education records maintained for the student and certifies completion to the Provost and Vice President for Academic Affairs.
- g. Certificates are designed in a standard form for all programs, bear the seal of the University and the signature of the Dean of Extended Education, and are issued by the Office of Extended Education.
- h. Each non-degree credit certificate program is reviewed every third year after its implementation by the Dean of Extended Education or designee and the co-sponsoring department(s) and college(s). The review findings and recommendations are made available to the Educational Policy Committee.
- i. Non-degree credit certificate program modifications must undergo the same approval process as new non-degree credit certificate programs.

MISSION OF THE CALIFORNIA STATE UNIVERSITY, LOS ANGELES

(Senate: 3/30/71, 2/27/79, 8/31/82, 1/22/86, 7/12/88, 7/30/91, 5/28/96)

(President: 8/26/71, 3/8/79, 9/10/82, 4/16/86; 8/25/88, 9/19/91, 7/25/96)

California State University, Los Angeles has one of the most diverse student populations of any college or university in the nation. Building on the strengths of this rich diversity, our University prepares students for success in advanced studies, in their careers, and throughout their lives. California State University, Los Angeles graduates constitute a major leadership force in Greater Los Angeles, a microcosm of the global society.

The University is committed to free scholarly inquiry, to high-quality teaching, and to academic excellence in undergraduate, graduate, and other post-baccalaureate and Extended Education programs. This commitment underlies strong educational programs that are sensitive to the needs of the University's uniquely diverse student body. These programs include research, scholarship, creative activity, and community service. With the support of the administration, staff, alumni, and community, highly qualified faculty are the keystone of the University and the basis for the excellence of our programs.

As a comprehensive university, California State University, Los Angeles offers a broad range of liberal and professional programs designed to encourage student excellence, achievement and well being. Facilitated by close interaction between faculty and students, educational programs are designed to foster habits of disciplined inquiry and critical thinking while helping students master a body of knowledge. The University strives to promote understanding of and respect for diversity, and to serve the changing needs of a global society. Recognizing its commitment to teaching, research, scholarship, creative activities, and service, the University supports an effective library and the use of new technologies that enrich the instructional process and provide effective access to information in its various forms.

The University is committed to providing students with a balanced and well-rounded educational experience including co-curricular activities that contribute to personal enrichment, leadership development, and institutional pride. Student organizations, campus residence life, artistic events, multicultural events, intercollegiate athletics, and intramurals are designed to be a significant part of this experience.

The close proximity of the University to civic, cultural, and economic centers enables it to foster strong cooperative relationships with alumni, community, business, scientific, educational, cultural, and government constituencies. Partnerships with these constituencies will continue to grow for the mutual enhancement of academic programs and the community.

California State University, Los Angeles is committed to fostering collegial relationships among faculty, administration, students, and staff. The principles of academic freedom and professional ethics are the responsibility of the entire academic community. We take pride in our continuing evolution as the University serving the Los Angeles Basin.

GUIDELINES TECHNOLOGICALLY MEDIATED COURSES

(Senate: 8/11/98; Executive Committee: 6/8/01; Provost: 2/22/99, 6/20/01)

Definition of Technologically Mediated Instruction

Technologically mediated instruction refers to all forms of instruction enhanced by or utilizing electronic and/ or computer based technology (e.g. interactive CD ROM, distance education, world wide web, video-based instruction) to replace 25% or more of classroom time in a traditional classroom setting. (A traditional classroom setting is composed of the instructor and all the students in the same classroom.) Technologically mediated instruction may include asynchronous as well as synchronous learning.

Guiding Principles

1. The courses must be consistent with the role and mission of the University.
2. Technologically mediated courses should complement service to our students.
3. Reading, writing and interactions requirements for the courses must be appropriate for accomplishing the learning objectives.
4. Syllabi, objectives and content for courses must be consistent with a department's approved course outlines. In addition, General Education courses must be consistent with General Education requirements.
5. Student learning outcomes for the course should be appropriate to the rigor and breadth of the degree or certificate
6. Qualified faculty must provide appropriate oversight of the courses offered.

Operational Procedures

1. All courses must be approved through appropriate curricular procedures.
2. The *Schedule of Classes* must indicate the technology, and skill level required for the course.
3. New course proposals using technologically mediated instruction must address in the course justification:

- student access to learning resources
- instructional methodology
- student/faculty interaction
- student/student interaction
- active learning
- prompt feedback
- assessment of learning outcomes
- security of assessment measures, e.g., exams, writing assignments
- sufficient resources

class size consistent with course objectives and expected student outcomes

4. Existing courses where sections are being changed to make extensive (25% or more) use of technologically mediated instruction, as the mode of instruction must submit a course modification proposal that addresses in the course justification:

student access to learning resources
instructional methodology
student/faculty interaction
student/student interaction
active learning
prompt feedback
assessment of learning outcomes
security of assessment measures, e.g. exams, writing assignments
sufficient resources
class size consistent with course objectives and expected student outcomes

Evaluation

Courses using technologically mediated instruction will be evaluated for:

- curricular suitability of technologically mediated instruction
- educational effectiveness, including student learning outcomes, student retention, student and faculty satisfaction
- program costs, including equipment, faculty workload in developing materials academic support, and student services
- availability of appropriate campus support for instructional design, technical assistance, technical support, and faculty professional development
- the nature of the interaction appropriate to accomplishing learning objectives

POLICIES AND PROCEDURES FOR ACADEMIC PROGRAM DISCONTINUANCE

(Senate: 10/30/79, 8/25/81, 11/10/92, 7/29/00; President: 5/30/80, 9/3/81, 11/25/92, 9/29/00;
Editorial Amendment: 9/00, 8/01, 9/03)

I. Preamble. This policy provides criteria and a set of processes and procedures to be used in considering the discontinuance of academic programs. Academic programs covered in this policy include the following: a) undergraduate and graduate degrees; b) concentrations and options; c) minors; d) certificate programs (including those administered by Extended Education); and e) credential programs.

This policy, which describes two procedures for discontinuing programs, allows the University to maintain flexibility and respond to changing demands. Programs shall be discontinued when they no longer serve the needs of the students, the University or society, or no longer possess academic validity or when the University cannot provide the resources to offer them. The decision to discontinue a program shall be made only after all appropriate evidence has been gathered and examined, and thorough consultation among affected parties has occurred.

In the event that imposed budget restrictions lead to a request for program discontinuance, the University shall seek alternatives to discontinuance, and the University shall terminate programs only as the last resort.

II. Criteria. Should it be necessary to consider the discontinuance of an academic program, a determination will be based upon a review of the program under the following criteria, which are listed in rank order:

A. The need for the program and importance of the program to the University.

1. The extent to which the University and society need the program should be assessed qualitatively by using the three criteria listed below:

- a. The extent to which the program is central to Cal State L.A. using the following priorities: (1) programs essential to a comprehensive public university; (2) programs which are specific to Cal State L.A. with its emphasis on multiculturalism, the Pacific Rim, the arts, professional studies and preparation of educators; (3) programs which contribute to a well- rounded University but are not essential; and (4) programs which fill special needs for society, but without which the University could still fulfill its primary mission.
- b. Present and projected student demand for the program as well as present and projected demand for graduates of the program.
- c. The importance of the program to the southern California community and the extent to which the program is unique to the Southern California community.

B. The quality of the program.

1. The quality of the program should be assessed by the results of the program reviews, accreditation reviews, or other comparable evidence. Among the variables for assessing the program quality are:

- a. Offering and maintaining a current rigorous curriculum.
- b. The quality of the faculty in terms of their degrees, currency in the field, quality of teaching, and level and quality of scholarly, creative and professional activity including the extent to which the faculty have received external funding and support. A demonstrated ability to attract and retain well-qualified and diverse faculty is an important part of this criterion.

c. The quality of the positions received, or graduate or professional programs entered into, by graduates of the program.

C. Program benefits and costs.

1. The efficiency of the programs should be assessed using the following criteria and information from the departments/divisions, colleges and university.

a. The full-time equivalent faculty (FTEF), full-time equivalent students (FTES), and student-faculty ratio for the program or department; the trends in these numbers; and the reasons for these trends. Where data are available total cost per FTEF and per FTES may be used in comparison to comparable programs at other institutions. Other discipline specific information may be provided.

b. The number of students completing the program per year.

c. The graduation rate, the continuation rate, and the tracking rate (a combination of the continuation rate and the graduation rate).

d. Other benefits and costs, including the extent to which programs support or duplicate other programs on campus.

III. Procedures for Program Discontinuance as a Result of Changes in Student, University, or Societal Needs, or a Loss of Academic Validity

A. Program Discontinuance Process

1. Requests for discontinuance of a program may be made by:

a. the offering department,

b. the Program Review Subcommittee,

c. the dean of the college in which the program is housed,

d. the Provost and Vice President for Academic Affairs.

2. All requests to discontinue a degree program must proceed through all levels of curricular review with an accompanying record of its action and rationale for that action from each review forwarded to the next level.

3. Requests for discontinuance made by and agreed to by the offering department will follow the regular levels of curricular review.

B. Process When There Are Objections by the Offering Department

1. In cases where the Program Review Subcommittee, the dean of the college housing the program, or the Provost and Vice President for Academic Affairs makes requests for discontinuance, and where there are objections by the offering department; the following procedures shall be followed:

a. The request for discontinuance shall be submitted to, or made by, the Provost and Vice President for Academic Affairs. The request shall include the following information:

1. the specific recommendations and justification for the recommendation to discontinue the program;

2. an assessment of the impact on students, program faculty, other programs and the mission of the University if the program be discontinued;

3. copies of the most recent program review documents including, but not limited to,

the self-study, external evaluator reports, Program Review Subcommittee's reports and the department's responses to those reports.

b. The Provost and Vice President for Academic Affairs shall appoint an individual whose charge it will be to present the case supporting the recommendation for discontinuance at each curricular level.

C. Levels of Review

1. All recommendations made at each curricular level shall be forwarded to the next level and finally to the Provost and Vice President for Academic Affairs.

2. The levels of curricular review shall include the following:

a. the department curriculum committee

b. the department chair

c. the college curriculum committee

d. the college dean

e. the appropriate University level subcommittee of EPC

f. the Educational Policy Committee

3. The Provost and Vice President for Academic Affairs shall establish timelines for the review of the recommendation for discontinuance in consultation with the department and college in which the program is housed and the Dean of Graduate and/or Undergraduate Studies, whichever is appropriate. In no case shall the review extend beyond twelve months.

4. In the case of a non-degree program the Provost and Vice President for Academic Affairs shall make the final decision on the discontinuance in this process. In the case of a degree program the recommendation will be forwarded to the President or his or her designee in accordance with Trustee policy.

IV. Procedures for Program Discontinuance as a Result of Imposed Budget Restrictions

A. The Program Discontinuance Committee (PDC).

1. Membership. The PDC shall be made up of the following members:

1.1 One tenured faculty member elected by the faculty in each college and three members-at-large from different colleges elected by the faculty for a one-year term in an all-university election from nominees provided by the colleges.

1.2 Two student members from different colleges selected annually by the Board of Directors of the Associated Students. During committee service each student must be in good standing and must be either an upper division student enrolled in a minimum of six units or be an enrolled classified graduate or post-baccalaureate credential student.

1.3 One liaison tenured faculty member from and appointed by the Executive Committee.

1.4 The Provost and Vice President for Academic Affairs or designee as non-voting Executive Secretary.

2. Nomination and Election of Members.

2.1 The time-lines for the nomination and election process shall be set by the Executive Committee of the Academic Senate.

2.2 Each college shall nominate and elect one committee member by procedures decided by the college. Simultaneously, the Committee on Committees shall nominate at least two full-time tenured faculty members for each at-large position on the committee.

2.3 There shall be a petition process by which additional names of tenured faculty may be added to the ballot; the signatures of ten probationary or tenured faculty members are required to add the name of a faculty member to the ballot. Additional nominations may be made by petition of ten members of the full-time faculty provided such petition is submitted to the chair of the Academic Senate within five college days following the presentation to the faculty of the slated nominated by the Committee on Committees.

2.4 A preferential ballot with a single transferable vote shall be submitted to all probationary and tenured faculty members. The balloting period will be 10 full working days or major portions thereof.

2.5 In the event an individual is elected to both a college position and an at-large position, the individual shall vacate the college position.

B. Initiation of the Program Discontinuance Process.

1. A recommendation to review a program for discontinuance may be made by any of the following:
 - a. The faculty of the department or division in which the program is housed acting through its normal processes;
 - b. The dean of the college in which the program is housed;
 - c. The Provost and Vice President for Academic Affairs;
 - d. The Educational Policy Committee of the Academic Senate;
 - e. The Chairs of the Program Review Subcommittee for the previous six years meeting as a group;
 - f. The Program Discontinuance Committee (PDC) which shall, in its initial meetings, compile through the process described in IV, Section C.1 a list of programs that should be considered for discontinuance.
2. Any recommendation to discontinue a program must be accompanied by a rationale in terms of the stated criteria.

C. Procedures for Review by PDC

1. The PDC shall divide all University programs into five ranked groupings of approximately equal size using the criteria in II. Those programs falling in the bottom grouping shall constitute the PDC's recommendation for the list of programs to be reviewed for discontinuance.
2. The pool of programs to be reviewed shall be the combination of lists provided for in IV, Section B1.
3. If a program is recommended for discontinuance by more than one originating source, then the PDC shall consider that program for discontinuance. If a program is recommended for review by only one originating source, then the PDC may consider that program for discontinuance.
4. When the PDC has assembled the list of programs to be considered for discontinuance, it shall inform the college dean and the department/division chair in writing regarding any programs in the unit that are being considered for discontinuance and will provide a written rationale for this decision. The department/ division will have a two-week period to submit a response in writing to the PDC after being so informed.
5. The PDC shall consider the responses it receives, examine all relevant information concerning the programs being reviewed and then compile a rank-ordered list of programs that it has decided

should be further considered for discontinuance. This list will be transmitted, together with its rationale for each program so listed, to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs shall share the rationale with the department/division and the college dean and allow the submission of written appeals.

6. After review of all pertinent documents and with the approval of the President, the Provost and Vice President for Academic Affairs shall then issue a list of programs, if any, to be discontinued, with target dates.

D. Information Sources.

The PDC may make use of any sources of information it wishes such as:

1. Need and Demand for the program:

- a. Total enrollment, available by gender, ethnicity, and admission status.
- b. How the program relates to others on campus; overlap with other programs on campus.
- c. Availability of the program on other campuses in the region; unique characteristics of the program; commitments to other institutions, including 2+2 and similar agreements.
- d. Availability and effectiveness of educational equity programs.

2. Program quality:

- a. Program Review Subcommittee reports and departmental self-study reports.
- b. External evaluations and accreditation reports.
- c. Results of survey of students, alumni, and employers.
- d. Summaries of Student Opinion Surveys.
- e. WPE pass rate.
- f. Grade distribution and average GPA by student level.

3. Program: Benefits and costs:

- a. FTEF, FTES, SFR.
- b. Number of students completing the program.
- c. Student continuation rates; graduation rates; and tracking rates (a combination of continuation rate and graduation rate).

V. If it be Determined that a Program Leading to a Degree Shall be Discontinued by Either of the Two Procedures, the Following Plans to Accommodate Students and Faculty Will be Followed

A. Students: If a program is to be discontinued the Provost and Vice President for Academic Affairs shall:

1. Determine and announce the cut-off date beyond which no new students will be permitted to enter the program.
2. Prepare an official list (as of the cut-off date) of majors in the program.
3. Notify all students in the major of the following:
 - a. the date by which the degree requirements must be completed to receive the specified degree or certificate;
 - b. other closely related programs offered by Cal State, LA to which the student may wish to transfer;
 - c. similar programs available at other institutions in the geographical area or in the CSU system;

- d. the extent to which courses from other institutions can be substituted;
- e. direct affected students to go to a designated office that can assist the students to transfer to another institution or complete the requirements of the degree at Cal State LA.

B. Faculty

If the discontinuance of a program is likely to result in the elimination of a position filled by a tenure-track faculty (probationary or tenured), the procedures are described in the Collective Bargaining Agreement between the California State University and the California Faculty Association (currently Article 38) will be followed

COURSE CLASSIFICATION NUMBER (CS NUMBER)

Course Classification Number	Description	Typical Example and Comments
C-01	Large Lecture	Lecture courses in any discipline with more than 50 enrollments
C-02	Lecture Discussion	Lecture courses in any discipline in which class participation is a planned portion of the instructional method.
C-03	Lecture - Composition Lecture - Counseling Lecture - Case Study	Business, education, English, and psychology courses in which students write, are counseled or study law cases.
C-04	Lecture /Recitation	Courses in any discipline in which student participation (discussion) is the primary instructional method.
C-05	Seminar	Courses in any discipline using seminar methods of instruction.
C-06	Seminar/Clinical Demonstration	Nursing and psychology courses in clinical processes and education courses involving individual testing, such as driver training in a simulator.
C-07	Fine Arts and Science Activities	Art, anthropology and science activities.
C-08	Education Workshops and Social Science Activity	Includes methods taught on an activity basis in education and subject areas.
C-09	Music Activity	Does not result in a major public (large group) performance.
C-10	Music Activity	Instrumental or vocal instruction. (small group)
C-11	Physical Education and Recreation Activity	Gym classes or intramural sports if credit is given.

Course Classification Number	Description	Typical Example and Comments
C-12	Speech, Drama and Journalism Activity	Classwork in debate, acting and publication; no public performances involved.
C-13	Technical Activities and Laboratories	Courses involving the use of business and other machines; accounting, geography, foreign languages, home economics, psychology, library science, photography, engineering, industrial arts, agriculture, mathematics and statistics.
C-14	Remedial Course Activities	Courses for students admitted as exceptions only.
C-15	Technical Activities and Laboratories	Laboratories in art, foreign languages, home economics, industrial arts, physical education, speech correction, cartography, audio-visual, mathematics, library science, police science.
C-16	Science Laboratories	Laboratories in natural science, life science, psychology, natural resources, agriculture, engineering, meteorology and photography.
C-17	Clinical Practice Laboratories Off-Campus	Nursing, social work.
C-18	Major Intercollegiate Athletic Sports Activities	Football, basketball, baseball, track and field, wrestling, swimming, etc.; limited to four sports per year.
C-19	Minor Intercollegiate Athletic Sports Activities	Other sports not listed as Athletics.
C-20	Performance/Production	Production courses in art, drama, Activities journalism, music, photography, radio-TV, debate; results in a major public performance, showing or distribution.
C-21	Performance/Production Activities	Major performance groups, such as orchestras, bands, and choruses.

Course Classification Number (CS Number)

Course Classification Number	Description	Typical Example and Comments
S-23	Social Work Supervision	Graduate level social work only. Faculty - student contact averages 3 hours per week.
S-24	Practice Teaching	Undergraduate - all disciplines. Faculty - student contact averages 2 hours per week.
S-25	Practice Teaching, Workstudy, Thesis Project and Independent Study	Undergraduate - practice teaching and graduate level public school nursing - all disciplines. Faculty - student contact averages 90 minutes per week.
S-36	Independent Study, Field Work, Studio Instruction, Supervised Activities	Undergraduate - all disciplines. Faculty - student contact averages one hour per week.
S-48	Independent Study, Studio Instruction, Supervised Activities	Undergraduate - all disciplines. Faculty - student contact averages 45 minutes per week.
C-77	Peer-taught Courses, ROTC or Non-Workload Instruction which is not state supported	Course which generates no workload for faculty but generates FTES for the campus and is not state supported.
C-78	Non-traditional instruction, examination, or evaluation	Course which generates credit by examination or evaluation or which is taught in modes not described by the formulas faculty workload is assigned. All 78 courses are state supported.

Course Classification Number (CS Number)

Course Classification Number	APDB C/S No.	Faculty Contact Hours Per CCU	Normal Class Size			Workload K-Factor
			LD	UD	GD	
C1	01	1	facility limits (50)			-
C2	02	1	40	40	40	1.0
C3	03	1	30	30	30	1.0
C4	04	1	25	25	25	1.0
C5	05	1	20	20	15	1.0
C6	06	1	20	10	10	1.0
C7	07	2	24	24	24	1.3
C8	08	2	30	30	30	1.3
C9	09	2	40	40	40	1.3
C10	10	2	10	10	10	1.3
C11	11	2	30	30	30	1.3
C12	12	2	20	20	20	1.3
C13	13	2	facility limits (24)			-
C14	14	2	15	15	15	1.3
C15	15	3	facility limits (24)			-
C16	16	3			-	2.0
C17	17	3	8	8	8	2.0
C18	18	3(more than 3)	20	20	-	6.0
C19	19	3(more than 3)	20	20	-	3.0
C20	20	3(more than 3)	20	20	20	3.0
C21	21	3(more than 3)	40	40	40	3.0

"Supervision" WTU's (CS Numbers below) are computed as enrollment times adjusted factor

S1	48	n/a	48	48	48	0.250
S2	36	n/a	36	36	36	0.333
S3	25	n/a	-	25	25	0.500
S4	24	n/a	18	18	18	0.667
S5	23	n/a	-	-	12	1.000
C77	77	zero	n/a	n/a	n/a	0.0
C78	78	zero	n/a	n/a	n/a	0.0

COURSE ABBREVIATIONS

Each academic discipline has an official course abbreviation that is used to identify the discipline in this catalog; on grade reports, transcripts, major program sheets, and many other documents. These course abbreviations, which are listed below, must be used on all program change forms.

Accounting	ACCT	Liberal Studies	LBS
Arts and Letters	AL	Library	LIBR
Anthropology	ANTH	Management	MGMT
Armenian	ARM	Marketing	MKT
Art	ART	Mass Communication	MSCM
Asian American and Pacific Asian Studies	AAPS	Mathematics	MATH
Astronomy	ASTR	Mechanical Engineering	ME
Athletics	ATHL	Microbiology	MICR
Biology	BIOL	Modern Languages	ML
Broadcasting	BCST	Modern Languages Cooperative Program	MLCP
Business Administration (interdepartmental)	BUS	Multi Media	MM
Chemistry	CHEM	Music	MUS
Chicano Studies	CHS	Natural and Social Science	NSS
Child Development	CHDV	Natural Science	NS
Chinese	CHIN	Nursing	NURS
Civil Engineering	CE	Nutritional Science	NTRS
Classics	CLAS	Pan-African Studies	PAS
Communication Studies	COMM	Philosophy	PHIL
Communication Studies (Graduate Only)	COMS	Physical Science	PSCI
Communication Disorders	COMD	Physics	PHYS
Computer Information Systems	CIS	Political Science	POLS
Computer Science	CS	Portuguese	PORT
Counseling	COUN	Psychology	PSY
Criminal Justice	CRIM	Religious Studies	RELS
Curriculum and Instruction	EDCI	Russian	RUSS
Dance	DANC	Secondary Education	EDSE
Economics	ECON	Social Science	SOCS
Education (interdivisional)	EDUC	Social Work	SW
Educational Administration	EDAD	Sociology	SOC
Educational Foundations	EDFN	Spanish	SPAN
Electrical Engineering	EE	Special Education	EDSP
Elementary Education	EDEL	Teaching English to Speakers of Other Lang	TESL
Engineering (interdepartmental)	ENGR	Technology	TECH
English	ENGL	Thai	THAI
Finance	FIN	Theatre Arts	TA
French	FREN	Theatre Arts and Dance	TAD
Geography	GEOG	Traffic and Safety Engineering	TSE
Geology	GEOL	University	UNIV
German	GERM	Urban Analysis	URBA
Health and Human Services	HHS	Urban Learning	ULRN
Health Science	HS	Vietnamese	VIET
Higher Education	EDHI	Women's Studies	WOMN
History	HIST	Youth Agency Administration	YAA
Instructional Technology	EDIT		
Intercultural Proficiency	ICP		
Italian	ITAL		
Japanese	JAPN		
Journalism	JOUR		
Kinesiology	KIN		
Korean	KOR		
Latin	LATN		
Latin American Studies	LAS		



**California State University, Los Angeles
OFFICE OF UNDERGRADUATE STUDIES**

CHECKLIST FOR UPPER DIVISION WRITING COURSES

SCHOOL/DEPARTMENT _____

1. How is the proposed upper division writing requirement being met.

New Course(s) _____ Modified Course(s) _____

Course Number(s) and Title(s) _____

2. Is satisfactory completion of the GWAR indicated as prerequisites to writing requirement?

Yes _____ No _____

3. Does the description of the requirement reflect the conventions of the genres (for example, reports, prospecti, position papers, research papers) that are particular to the discipline?

Yes _____ No _____

4. How many writing assignments are required? _____

Indicate the nature of the assignments below.

- _____ Essay exams
- _____ Reports
- _____ Position papers
- _____ Research papers
- _____ Essays
- _____ Other, please specify _____

5. Are the writing assignments scheduled so that students can receive timely feedback?

Yes _____ No _____

6. Writing is _____ percentage of the course grade.

7. Other comments

Name of person completing this form: _____



California State University, Los Angeles

REQUEST FOR NEW SPECIAL TOPICS COURSES

(not to be used for extension courses)

School/Department/Division		Quarter to be offered	
Course Abbreviation	Course Number and Suffix	Units	Section Number
Title Abbreviation (limit to 27 character after S T: or 26 after S E M:). Total may not exceed 30 characters. ST: SEM:			
Full course title			
Prerequisite(s) and short course description:			
Expanded course outline (not to exceed one page):			
References (Provide 10-15 references in bibliographic format on which this course is based)			
Staffing Formula	Units	Enrollment Limit	
APPROVALS:			
Proposer of Course:		Date:	
School/Department/Division Chair:		Date:	
Associate Dean		Date:	
Undergraduate Studies		Date:	

Submit completed form to the Office of Undergraduate Studies, Administration 725

This form must be used for **all** special (available) topics courses, including seminars that are not already listed in the course file.

ACTION BY ACADEMIC AFFAIRS
RECEIVED BY AA _____
FORWARDED TO USS/GSS/TES/WSS/GES/RECORDS _____
SUB COMM. ACTION _____ DATE/REF.: _____
EPC ACTION _____ DATE/REF.: _____
EFFECTIVE QTR. : _____

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

NEW COURSE PROPOSAL

COLLEGE: _____

DEPARTMENT: _____

1. Catalog Description of the Course. *[Include the course prefix, number, full title, and units. Provide a course narrative not to exceed 30-word limit. The 30-word limit does not include prerequisites/corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Workload
Lecture	_____	_____	_____	_____
Seminar	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____
Activity	_____	_____	_____	_____
Recitation	_____	_____	_____	_____
Supervision	_____	_____	_____	_____
CS Number	_____			

3. Justification for the Course. (Indicate whether required or elective) *[Use as much space as necessary]*

4. Course Content in Outline Form. *[Not to exceed one page]*

5. Student Learning Outcomes (List course objectives [e.g. skills, knowledge attitudes])
Upon completion of this course, students will be able to:

6. References. *[Provide 10-15 references in bibliographic format on which this course is based.]*

7. List Faculty Qualified to Teach This Course.

8. Frequency.
 a. Projected quarters to be offered: Fall _____ Winter _____ Spring _____ Summer _____

9. New Resources Required.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment
- b. Library needs
- c. Facility/space needs

10. Consultation.

- a. Attach consultation sheets from all Colleges, Library, ATS (if necessary), and affected department(s)/division(s).
- b. If objections were not resolved, list below the name(s) of school(s)/department(s)/division(s)/programs.

11. If this new course will alter any degree, credential, certificate, or minor program in your department(s)/division(s), attach a program modification.

Electronic Signature Page

College:
Department/Division:
Proposal: (example: BA Program Modification History, or GEOL 360 Geological Mapping – new course)

Proposer of Course/Program:	Date:
Department Curriculum Committee Chair:	Date:

NOTICE: This document is to be forwarded by the Department/Division Chair named below to the Associate Dean of the appropriate College, who then initiates an “Electronic” Consultation of Proposals process (ECOP). In transmitting this document, the Chair certifies the validity of the departmental “electronic” signatures.

Approvals

Department/Division Chair:	Date:
College Curriculum Committee Chair:	Date:
College Curriculum Dean:	Date:

NOTICE: In transmitting this document, a college Associate Dean College certifies the validity of all “electronic” signatures.

ACTION BY ACADEMIC AFFAIRS
RECEIVED BY AA _____
FORWARDED TO USS/GSS/TES/WSS/GES/RECORDS _____
SUB COMM. ACTION _____ DATE/REF.: _____
EPC ACTION _____ DATE/REF.: _____
EFFECTIVE QTR: _____

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COURSE MODIFICATION PROPOSAL

COLLEGE: _____

DEPARTMENT: _____

1. Catalog Description of the Course. *[Include the course prefix , number, full title, and units. Provide a course narrative using underline for deletions and CAPITALS for additions not to exceed 30-word limit. The 30-word limit does not include prerequisites/corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

2. Mode of instruction

<u>Existing</u>			<u>Proposed</u>			
Units	Hours Per Unit	Benchmark Enrollment	Units	Hours per Unit	Benchmark Enrollment	Workload
Lecture _____	_____	_____	Lecture _____	_____	_____	_____
Seminar _____	_____	_____	Seminar _____	_____	_____	_____
Laboratory _____	_____	_____	Laboratory _____	_____	_____	_____
Activity _____	_____	_____	Activity _____	_____	_____	_____
Recitation _____	_____	_____	Recitation _____	_____	_____	_____
Supervision _____	_____	_____	Supervision _____	_____	_____	_____

- 3. Course Content in Outline Form if Being Changed.** *[Not to exceed one page]*
- 4. Student Learning Outcomes if Being Changed (list course objectives [e.g. skills knowledge, attitudes])**
Upon completion of this course, students will be able to:
- 5. References.** *[Provide 10-15 references in bibliographic format on which this course is based t.]*

6. Indicate Changes and Justification for Each. [Check each that applies and follow with justification. Be as brief as possible but, use as much space as necessary.]

- ____ Course title
- ____ Prefix/suffix
- ____ Course number
- ____ Units
- ____ Staffing formula and enrollment limits
- ____ Prerequisites/corequisites
- ____ Catalog description
- ____ Course content
- ____ References
- ____ Other

7. Consultation

- a. Attach consultation sheets from all Colleges, Library, ATS (if necessary), and affected department(s)/division(s).
- b. If objections were not resolved, list below the name(s) of School(s)/department(s)/division(s)/programs.

8. Articulation: If this course is articulated with a course from another campus, are the changes you are proposing require that the current articulation agreement be reviewed?

9. If this course modification will alter any degree, credential, certificate, or minor program in your department(s)/division(s), attach a program modification.

Electronic Signature Page

College:
Department/Division:
Proposal: (example: BA Program Modification History, or GEOL 360 Geological Mapping – new course)

Proposer of Course/Program:	Date:
Department Curriculum Committee Chair:	Date:

NOTICE: This document is to be forwarded by the Department/Division Chair named below to the Associate Dean of the appropriate College, who then initiates an “Electronic” Consultation of Proposals process (ECOP). In transmitting this document, the Chair certifies the validity of the departmental “electronic” signatures.

Approvals

Department/Division Chair:	Date:
College Curriculum Committee Chair:	Date:
College Curriculum Dean:	Date:

NOTICE: In transmitting this document, a college Associate Dean College certifies the validity of all “electronic” signatures.

ACTION BY ACADEMIC AFFAIRS
RECEIVED BY AA _____
FORWARDED TO USS/GSS/TES/WSS/GES/RECORDS _____
SUB COMM. ACTION _____ DATE/REF.: _____
EPC ACTION _____ DATE/REF.: _____
EFFECTIVE QTR.: _____

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COURSE DELETION PROPOSAL

COLLEGE: _____

DEPARTMENT: _____

1. Catalog Description of the Course. *[also include the course prefix, number, full title, and units]*

2. Justification for the Requested Action. *[Use as much space as necessary]*

3. Consultation.

- a. Attach consultation sheets from all schools, Library, ATS, and affected department(s)/division(s). List below all courses and programs that use this course.
- b. If no consultation is required because deletion does not affect other programs, check here _____.
- c. If objections were not resolved, list below the name(s) of department(s)/division(s).

4. If this deletion will alter any degree, credential, certificate, or minor program in your department(s)/division(s), attach a program modification.

Electronic Signature Page

College:
Department/Division:
Proposal: (example: BA Program Modification History, or GEOL 360 Geological Mapping – new course)

Proposer of Course/Program:	Date:
Department Curriculum Committee Chair:	Date:

NOTICE: This document is to be forwarded by the Department/Division Chair named below to the Associate Dean of the appropriate College, who then initiates an “Electronic” Consultation of Proposals process (ECOP). In transmitting this document, the Chair certifies the validity of the departmental “electronic” signatures.

Approvals

Department/Division Chair:	Date:
College Curriculum Committee Chair:	Date:
College Curriculum Dean:	Date:

NOTICE: In transmitting this document, a college Associate Dean College certifies the validity of all “electronic” signatures.

ACTION BY ACADEMIC AFFAIRS
RECEIVED BY AA _____
FORWARDED TO USS/GSS/TES/WSS/GES/RECORDS _____
SUB COMM. ACTION _____ DATE/REF.: _____
EPC ACTION _____ DATE/REF.: _____
EFFECTIVE QTR. : _____

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

MODIFICATION OF AN EXISTING BACHELOR OF _____ DEGREE IN _____ COLLEGE OF _____ DEPARTMENT:
--

Underline deletions in current catalog copy

ALL CAPS for any changes in current catalog copy

1.0 Existing Program	1.0 Proposed Modified Program

2. Description of Proposed Changes

3. Justification for Proposed Changes

Electronic Signature Page

College
Department/Division
Proposal: (example: BA Program Modification History, or GEOL 360 Geological Mapping – new course)

Proposer of Course/Program:	Date:
Department Curriculum Committee Chair:	Date

NOTICE: This document is to be forwarded by the Department/Division Chair named below to the Associate Dean of the appropriate College, who then initiates an “Electronic” Consultation of Proposals process (ECOP). In transmitting this document, the Chair certifies the validity of the departmental “electronic” signatures.

Approvals

Department/Division Chair:	Date:
College Curriculum Committee Chair:	Date:
College Curriculum Dean:	Date:

NOTICE: In transmitting this document, a college Associate Dean College certifies the validity of all “electronic” signatures.

TO:

DATE:

FROM:

COPIES:

REQUEST FOR CONSULTATION INSTRUCTIONS

Attached is a curricular proposal entitled: _____ regarding which consultation may be necessary in your school.

- 1) Please indicate in Block I, below, either the department(s) in your school with whom the proposers should consult before this proposal is approved in the initiating school, or that no consultation in your school is needed; then return this form to the initiating Associate Dean indicated above.
- 2) If consultation is required, in Block I below, the initiating school will send the proposal to the departments with whom it is asked to consult, noting the date in Block II. On receipt of the consultation report from the department consulted, the date will be entered in Block III. If objections were raised, an attempt to negotiate the differences should be made before approval. Whatever the outcome of these negotiations, this page and any reports or objections become parts of the proposal forwarded to the Executive Secretary of the Educational Policy Committee

Block I	Block II	Block III	
Dean-consulted will indicate departments with whom further consultation is required <u>or</u> will check the "none needed" space below. Sign and return to originator.	Date sent to department for consultation.	Date returned	Objections?

_____ **NO CONSULTATION NEEDED IN THIS SCHOOL**

Signed _____
Associate Dean

College of _____

Date _____

RECORD OF CONSULTATION

TO

DATE:

FROM:

SUBJECT: CONSULTATION REQUEST FOR ATTACHED PROPOSAL FOR

Please have the attached proposal studied by the appropriate faculty member(s) or committee in your department, record their reaction, and return this form to the

APPROVAL: The signature of the Department Chair below indicates that the proposal has been examined, referred to the appropriate faculty member(s) in the department and/or the department curriculum committee, and it has been found to be sufficiently different in approach, content and objectives from any course or program in the department to raise no objection to its being approved. The chair's signature also indicates that he/she has observed all the items listed in the College Policy on Consultation as well as that of the University.

Chair - Department of _____ Date _____

Faculty Member(s) - Department of _____ Date _____

OBJECTIONS: The following objections are raised to the attached proposal:

Chair - Department of _____ Date _____

Faculty Member(s) - Department of _____ Date _____

California State University, Los Angeles

PROPOSAL FOR FIVE YEAR ACADEMIC PLAN
2001-2002 THROUGH 2005-2006

In preparation of a proposal for a new degree program the most recent Chancellor's Office guidelines for new degrees should be reviewed. Normally these will be distributed with the call for proposals or they may be obtained from the Office of the Assistant Vice President for Academic Affairs (3-3808).

Department/Division School

Name of Person Preparing Proposal Date

Degree (circle): BA BS MA MS Joint Doctorate Other (indicate)

Name of Proposed Major Proposed Implementation Date; If sooner than five years please justify

The Department Chair and College Dean signatures imply that the proposal is consistent with the Department and School unit plans and ensure that there will be adequate resources for the program.

Department

List all new programs in priority order that are proposed for the Department in the next five years. (Include this proposal in the list.)

Two horizontal lines for listing programs.

Department Chair Signature Date

College

List all new programs in priority order that are proposed for the School in the next five years. (Include this proposal in the list.)

Two horizontal lines for listing programs.

College Dean Signature Date

Attach additional sheets if needed. The signature of the school dean implies approval by the school instructional affairs committee (or equivalent). Submit proposal and 10 copies to the Office of the Assistant Vice President for Academic Affairs, Administration 707, mail code 8251-01 on or before Friday, May 4, 2001.

General Definition for Instructional Programs

Curriculum

The term "curriculum" refers to the course, regulations, and requirements of a defined body of knowledge. These include admission requirements, prerequisite requirements, degree/program requirements, courses, and any other requirement directly governing a course or aggregate of courses, tests of knowledge, or student achievement activity. The term is also used in generic sense to refer to all such elements of the University.

Degree Program

A "degree program" is defined as the sum of: General Educational course requirements (undergraduate degrees only), other University course requirements, electives, and those courses required for the degree major program of studies (both within and outside of the discipline). Degree programs vary in the total number of units required according to Title 5. Minimum number of units for Bachelor of Arts degree is 180-quarter units.

Degree Major

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

Degree Major Option

A degree major option is defined as a course of studies in which coursework required to establish understanding in depth in the named aspect or subdisciplinary area normally exceeds 50% of the total coursework for the general major. In undergraduate programs there should be a common core of at least five courses. For graduate programs there must be a common core.

Minor

Although not required for a baccalaureate, minors are available in many fields that will help strengthen the student's preparation in areas related to their major field or to career choices. A minor may not be taken in the same subject as the major. A minor consists of a formal aggregate of courses totaling 18 or more units. At least 12 units must be upper division and taken in residence at Cal State L.A. A minimum C (2.0) average is required on all courses taken to complete the minor program. The minor field will be noted on the student's transcript if the individual program has been approved by the offering department and is completed at the same time as the work for the degree itself. Interested students should consult an adviser in the department offering the minor of their choice. (Approved 3/80)

Certificate

Certificate programs are designed to augment University curricula by providing specialized instruction and training within a field. These programs usually require significantly fewer units than a degree major. An undergraduate credit certificate program must contain a minimum of 24-quarter units and a graduate level program, 16 units. Normally, courses in certificate programs will be upper division or graduate level, except for prerequisites.

Credential

A "credential" is defined as a specific aggregate of courses, completion of which is sufficient for licensing by the State of California to teach in the public college systems. No specific unit requirements are given for credentials generally; usually the curriculum requirements are noted in the governing legislation as competencies.

Concentrations and Emphases

"Concentrations and Emphases" are defined as aggregations distinct from and less extensive than degree options. Each such aggregation treats an area within a degree or degree/option program in some depth. While such aggregates will be internally coherent, they do not by themselves provide sufficient breadth of study to be identified as options. Normally, these aggregates constitute much less than 50% of the course work required for the degree major.

Honor Courses

Special sections of general education courses can be designated as honors courses pending approval of the Director of the G.E. Honors Program. If a course has not been previously offered as a "honor's" course, the Director must notify the Office of Undergraduate Studies by memorandum indicating which course and the quarter it will be offered so that the course information can be updated in the CIF.

Courses need to be appropriately modified in content, methodology, and level of enrichment for the high potential student in order to explore more advanced and sophisticated areas of knowledge than regular general education offerings, although they meet general education requirements. Enrollment is restricted to honors program students.

DEFINITION AND PHILOSOPHY OF GENERAL EDUCATION.

(Senate: 11/24/81, 2/16/82, 12/3/85, 6/1/93, 6/4/96, 10/9/96, 11/6/96 [EC], 2/29/97[EA], 4/21/98, 6/2/98, 11/17/98, 11/7/00; President: 12/9/81, 3/5/82, 3/10/86, 6/11/93, 8/27/96, 10/14/96, 3/28/97, 4/22/97, 6/9/98, 9/21/98, 2/1/99; 1/30/01; Editorial Amendment: 8/01)

California State University, Los Angeles is a comprehensive institution that offers educational opportunities to its students who are as varied as the city's population. Cal State L.A. has a special mission to provide an educational experience that recognizes and takes full advantage of this diversity, while emphasizing the knowledge, experiences, and ethical concerns common to all people.

The General Education program enriches the lives of students as they acquire knowledge, learn to think critically, and use methodologies of the various disciplines. Students also learn to prepare for participation in a democracy, to appreciate a sense of shared cultural heritage, and to understand the environment. Students experience self discovery and personal growth and recognize them as lifelong processes.

Mission Statement

General Education is a critical component of students' academic and personal development. The General Education program endeavors to develop the following three separate, but related and equally important qualities in our students:

1. A knowledge and understanding of themselves, their social and natural environment and a wide range of cultural achievements.

General Education courses provide students with an opportunity to acquire knowledge about their own bodies and minds and about human kind's common heritage and cultural achievements. The General Education program also enable students to develop global perspectives; to develop common commitments and mutual respect among diverse social, cultural and ethnic groups; to establish an understanding of the biological and physical aspects of the world and the universe; and to nurture an understanding of environmental responsibilities.

2. A firm command of communication and analytical skills. The General Education program develops the ability of students to think clearly and logically, to find and examine information, to communicate effectively in oral and written form, and to perform quantitative analysis. The General Education program also cultivates the students' ability to reason critically, to solve problems creatively and to understand the major methods of intellectual inquiry.
3. A moral commitment to their fellow human beings and an awareness of ethical and social concerns. The General Education program emphasizes the interdependence of individuals with the human community and the natural world by focusing on the knowledge, experiences, relationships and ethical concerns common to all people. In affirming the community's claim on its individual members, General Education courses explore shared and diverse cultural heritages and an agenda of common and pressing contemporary problems, cultivate mutual responsibilities to the commonwealth, and stimulate commitments to moral values and ethical behavior. Consistent with the mission of the University, the purposes of General Education are to provide a knowledge and understanding of common problems, experiences and traditions that will enhance students' participation in a culturally diverse global society, and to provide an assessment of finite resources, mutual human needs and values.

Goals

General Education at Cal State L.A. is devoted to a number of basic goals, these include:

1. Developing an awareness of a sense of community and global inter dependence of human experience and of the concomitant ethical responsibilities to fellow human beings. The General Education program is designed to help students achieve a sense of the essential relationship of self to the community and environment with emphasis on their responsibilities to human society. Group and individualized experiences that encourage ethical behavior should be a part of the General Education program.
2. Fostering intellectual curiosity and appreciation of the major discoveries and achievements in the arts, letters, natural and social sciences, technology and other major academic disciplines. The General Education program is designed to stimulate curiosity for knowledge and excitement for lifelong learning. The nature of the courses and experiences in the program are planned to encourage students' interest in diverse aspects of education. The faculty is committed to offering students unique classroom opportunities and to challenging them to continue to study and learn long after course requirements are met. The General Education program includes an historical awareness of the major developments in the human experience as well as a contemporary awareness of the applications of new technologies which will play an increasingly important role in life.
3. Achieving competence in basic skills. The General Education program is designed to ensure that students master basic communication, critical thinking, and quantitative skills so that they may achieve academic excellence. In meeting this goal, the General Education program pays special attention to the multicultural nature of the Cal State L.A. campus community and to the needs of students who are limited in English language proficiency. Language development instruction is an integral part of General Education at Cal State L.A. The General Education program at Cal State L.A. places an emphasis on developing competence in the English language through its curriculum.
4. Recognizing and appreciating the multicultural nature of human existence in general and of American society in particular. The General Education program is designed to encourage students to develop appreciation for the multicultural dimensions of life in California, the nation, and the world. Uniquely on this campus, faculty draw upon the special expertise and the abundance of multicultural experiences of the student population in cultivating this cultural awareness. The General Education program offers students the opportunity to recognize the rich heritage and socially diverse environment of California and of the nation. The program also enables students to become aware of universal experiences that are part of all cultures as well as the varieties of value systems that are in operation in today's global society.
5. Developing an appreciation of a shared and diverse cultural heritage and cultivating an awareness of the contemporary world and its problems. The General Education program provides for its diverse student body a familiarity with a critical appraisal of American culture and its historical roots and antecedents. Students assess critically the impact and influence of American tradition, which includes the political economic social and communication systems, as well as the artistic and literary heritage, on the contemporary world.

II. Criteria for General Education Breadth Requirements

- a. All courses, including double-counted courses, approved for General Education are mandated to require the practice of writing in English, including, where appropriate, library assignments. Evaluation of such writing shall be included in all courses.
- b. General Education breadth requirements will provide ample opportunity for students to be active learners during their educational experience.

- c. The General Education breadth requirements shall be organized in such a manner that their objectives shall be perceived as interrelated elements rather than isolated fragments.
- d. The General Education breadth requirements shall be structured so that introductory courses are taken prior to participation in integrative experiences. Students are expected to have completed the General Education requirements in written communication, oral communication, critical thinking, and mathematics, and General Education prerequisite courses, if any, before enrolling in any upper division General Education course. No course with a non-General Education prerequisite may be used as a General Education course.
- e. The General Education breadth requirements shall be organized into a variety of cores or themes with unifying rationales among which students may choose.

III. Lower Division Criteria for Judging Whether Any Particular Course or Program Should be Offered as a Part of the General Education Program.

Block A. Basic Subjects (16 units)

Communication in the English language, to include both oral and written communication, and in critical thinking, to include consideration of common fallacies in reasoning, and inquiry into mathematical concepts and quantitative reasoning and their applications.

This block must be completed within the first 45 units counted toward the baccalaureate degree. Transfer students who have not completed this requirement must take at least one of these courses each quarter until the requirement is met.

Communications (8)

Written

Oral

Mathematical Concepts and Quantitative Reasoning (4)

Critical Thinking (4)

- a. Communication courses should focus on the significant content and forms of human communication.
- b. These courses should emphasize reasoning and advocacy, organization, accuracy and the skills of discovery, critical evaluation and reporting of information.
- c. Student participation in communication courses should include reading, speaking, writing, and listening.

Mathematical Concepts and Quantitative Reasoning.

- a. Courses in this area must have a prerequisite of intermediate algebra and should encompass inquiry into basic mathematical concepts and quantitative reasoning and their application. Courses that are designed for a particular major are not appropriate.
- b. Any mathematics courses for which a course at the level of college algebra or higher is a prerequisite may be substituted.

Critical Thinking.

- a. Courses in critical thinking should focus primarily on the further development of skills of analysis, criticism, advocacy, and inductive and deductive reasoning and impart an understanding of the relationship of language to logic.
- b. Courses in this area should enable students to distinguish between knowledge and belief, facts and values, and enable students to develop an understanding of the fallacies of communication and thought.

Outcomes

Within the context of the GE program at CSLA, the basic subjects core is intended to build upon and enhance students' capabilities leading to a successful higher education experience. Essential to basic subjects is the acquisition of a fundamental understanding of effective communication, quantitative analysis and critical reasoning and inquiry. Students who successfully complete the basic subjects core will have acquired:

1. Oral and written communication skills to succeed in their academic programs.
2. Initial mathematical skills to enter their academic programs, and;
3. Critical thinking skills to succeed in their academic programs

American Institutions (8 units)

Statutory Requirements. Statutory requirements should be included among the total units of the General Education program with the understanding that they meet the criteria for General Education.

American History (4)

Government (4)

Criteria

1. The subject matter elements to be included in giving consideration to the historical development of American institutions and ideals, all of which are necessary to satisfy this requirement, are as follows:
 - a. Significant events occurring in the whole area now included in the United States of America, including 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 time period considered.
 - b. Significant events covering a time span of not less than 100 years during the period from 1750 to the present.
 - c. The important contributions of the major national, ethnic, and social groups to the events considered and the contexts in which they occurred.
 - d. The events within a framework that illustrates the continuity of the American experience within itself and with the cultures from which it was derived, and the relationships of politics, economics, society, cultural diversity, geography, and natural resources to the development of the nation during the time period covered.
2. The subject matter elements to be included in giving consideration to the Constitution of the United States and the operation of representative democratic government under that Constitution and the processes of California state and local government, all of which are necessary to satisfy this requirement, are as follows:
 - a. The political philosophies of the framers of the Constitution and of the nature and operation of United States political institutions and processes that operate under that Constitution as amended and interpreted.
 - b. The rights and obligations of citizens under the democratic political system established under the Constitution.

- c. The Constitution of the State of California within the framework of historic evolution of the state and the nature and processes of state and local government under that Constitution.
 - d. The relationships of state and local government to the federal government, the resolutions of conflicts and the establishment of cooperative processes under the Constitutions of both the state and the nation, and the political processes involved.
3. Courses in this area must reflect the subject matter within the context of a diverse society.

Outcomes

Upon completion of this block students will:

1. Understand the subject matter of American institutions within the context of a changing multi-cultural society including the impact of government on the introduction and modification of various cultures and institutions in the United States and the effect of new cultures and institutions on the structures and policies of government;
2. Understand the effects of historical, technological and economic changes on government and the effects of governmental policy on technological and economic change;
3. Understand the effects of changes in the global society on the nature and role of the United States government and American institutions as well as the influence of American institutions on a global society; and
4. Understand the requirements for democratic citizenship, including skills in critical thinking and the need for various modes of regular participation by the citizenry.

Area Requirements (32 units)

Students will take three courses in each of the following areas, except for omission of one course (noted below) which is redundant in the student's major. Each department in a block may have a limited number of courses.

Block B Natural Sciences (8-12 units). One course each from physical sciences and from biological sciences, both with lab. (8 units). The third required course must be outside the major and may be an integrated course. (4 units). Students majoring in biological science-based fields need to take one physical science GE course and one course outside the major. Students majoring in physical science-based field need to take one biological science-based GE course and one course outside the major.

Block C Humanities (8-12 units). One course each from any three of the following areas (an integrated course counts as an area): arts, integrated courses, literature and drama, philosophy and religious studies, and languages other than English. Students majoring in humanities-based fields need to take two GE courses which must be outside their major field.

Block D Social Sciences (8-12 units). One course each from any three disciplines that address social science issues. An integrated course may be used as one of the three required courses. Students majoring in social science-based fields need to take two social science GE courses which must be outside their major field.

Criteria

An integrated course in each of the three discipline areas must address the following concepts:

1. The methods of inquiry used by the disciplines in the area.

2. Significant differences and similarities among the disciplines.
3. Where appropriate, historical developments of the disciplines to include major contributions from various cultures of the world.
4. Where appropriate, how the various disciplinary methodologies are used to solve problems.

Block B. Natural Sciences

Courses in this block must inquire into the physical universe and its life forms.

1. Courses in the natural sciences should promote an understanding and appreciation of the approaches and methodologies employed in the sciences. 2. Courses should be required in both the physical and biological sciences, each with laboratory practice, that should include the fundamental general concepts necessary for understanding the discipline's scope and concern.

Block C. Humanities

Courses in this block should result in developing students understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to a diverse range of world cultures.

C1. Literature and Drama.

1. The content of literature and drama courses in this group should be selected on the basis of literary and dramatic merit, whether of written or oral tradition.
2. Courses in this area should consider the cultural and social concerns which have affected the nature and forms of the works studied.
3. Courses in this area should require students to make critical, creative or interpretive judgments about literary and dramatic works.

C2. Arts

1. Courses in the arts should focus on cultivation of the imagination and develop sensitivity to all arts disciplines.
2. Arts courses should include, where appropriate, direct participation in creative experiences.
3. These courses should require students to demonstrate their own ability to make critical, creative or interpretive judgments about artistic works in both the visual and performing arts thereby engaging in an intellectual process which increases their understanding and appreciation.

C3. Philosophy and Religious Studies

1. Courses in this area should focus on fundamental human beliefs and an investigation and an analysis of the justification of those beliefs.
2. The great thinkers and ideas presented should be representative of major traditions in the development of philosophy.

C4. Languages Other than English

Courses in this area should rely heavily on usage of language skills within a cultural/social context and include an examination of a number of aspects of the culture of the language being studied, including but not limited to customs and social, political, and cultural institutions.

Block D. Social Sciences

The courses in the social sciences block must reflect the fact that human, social, political, and economic institutions and behavior are inextricably interwoven. No course which is to be included in Block D should be devoted exclusively to a specific nationality, ethnicity, gender, religion, culture, or social institution. Course content should be comparative in nature.

Outcomes of Blocks B, C, and D

1. Upon completion of a block, students will have acquired content area knowledge in at least two disciplines, through which they can begin to understand more fully the processes of inquiry of the disciplines within the block.
2. As a result of completing a block, students will have acquired a broader base of information outside their own discipline.
3. As a result of completing a block, students will have developed a greater understanding of the relationship of their own discipline to a broad spectrum of other areas of study.

Block E. Lifelong Understanding and Self Development (4 units)

The courses in this block are designed to equip students for lifelong understanding and development of themselves in the context of global and multicultural environments and in the context of social and cultural institutions.

Criteria

1. Courses should include considerations of the impact of human beings on their social or physical environments and of the impact of environment on the individual.
2. Courses in this block should study the human being as an integrated physiological, social, and psychological organism, and thus should provide a multidisciplinary perspective.

Outcomes

1. Students will gain a multidisciplinary basis for a lifelong understanding of themselves as integrated physiological, psychological, and social organisms. 2. Students will learn how they have an impact on their physical, social and cultural environments and how such environments affect them. 3. Students will learn how to understand themselves and their actions in a diverse and changing global environment and how to adapt to such an environment.

IV. Upper Division Requirement (12 units).

Upper Division Theme (4-4-4)

Students will be required to complete one course in each of the three discipline areas (Humanities, Social Sciences and Natural Sciences and Mathematics).

Criteria

Structure of Themes

1. A theme consists of three interrelated courses on the same topic, one from each of the areas: Humanities, Social Sciences and Natural Sciences and Mathematics). Students are thereby provided with the perspectives of at least three different disciplines on the theme's topic. Theme courses are 4 units each. Each of the three areas in a theme includes at least 2 courses and not more than 4 courses. 2. Alternatively, a theme may be a 12-unit interdisciplinary course sequence with substantially equal emphasis in the three areas above, integrating at least three disciplinary perspectives into the course work. 3. When considered together courses must have a coherent rationale. Thus, regardless of students' course choices, both a common topic and course interrelatedness is evident throughout the students' theme course. 4. There should be no more than eight themes.

Subject Matter of Themes

1. Theme topics must be of current, enduring, and significant importance for humanity. 2. Topics must reflect the University's mission and goals for General Education: they must, for example, lend themselves to promoting: (a) an understanding of oneself and one's fellow human beings, the social and physical environment, and a wide range of cultural achievements; (b) an understanding of the shared concerns of all people as well as diverse cultural heritages; (c) an awareness of ethical and social concerns and a cultivation of moral responsibility. 3. Themes with suitable subject matter may be designated "diversity themes" if all courses in at least two areas of the theme meet the standards for "diversity courses" set forth in section V. Students completing a diversity theme will have met the diversity requirement of General Education.

Theme Courses

1. Courses are all 300-level courses. 2. All upper-division theme courses must include as prerequisites the completion of the Basic Subjects block and at most one other appropriate lower-division General Education course. 3. A theme course may not be prerequisite to another, although an order may be recommended. If a sequence of courses is needed, the theme must be proposed as a single 12-unit course sequence with suffixes "abc." 4. Courses must require writing assignments consistent with General Education policy. 5. Courses used to meet upper division general education requirements may not be used for a major. 6. Each area within a theme should be offered equally and all courses must be offered at least once per year. 7. The number of students in upper-division theme classes should allow for student/faculty and student/student interaction and for timely feedback on writing assignments. This is normally not more than 40 students per class. 8. Student must choose theme courses outside of their major department unless approved for this purpose by the General Education Subcommittee.

Outcomes

1. Upon completion of the theme students shall understand the topic of the theme from the perspective of at least three disciplines. 2. In the context of the topic of the theme, students shall have increased their understanding and appreciation of several of the goals of General Education, specifically: (a) an understanding of themselves and their fellow human beings, the social and physical environment and a wide range of cultural achievements; (b) an understanding of the shared concerns of all people as well as diverse cultural heritages; (c) an awareness of ethical and social concerns and a cultivation of moral responsibility. 3. Students shall be provided with opportunities to improve upon the basic skills of General Education, namely, oral and written communication, critical thinking, and where appropriate, mathematical skills.

V. Diversity Requirement (2 courses).

Students will be required to complete two courses certified as diversity courses. These courses can be completed either at the lower division or upper division level from among courses satisfying G.E. requirements. It is the intent of the diversity requirement to promote understanding of diversity and encourage tolerance and acceptance of others. Therefore, students should be encouraged by their advisors to take courses reflecting the life experiences of people with whom they are less familiar.

Criteria

1. Diversity courses should deal with both theoretical and practical issues of race, ethnicity, gender, and class and provide a comparative treatment of no fewer than two internationally, nationally or regionally significant cultures.
2. Diversity courses should provide for a consideration of special needs, sexual orientation, language, religion, and age when appropriate.

Outcomes

1. Students will develop an awareness of similarities and differences among ethnic and racial groups.
2. Students will develop an understanding of differences in interaction between one group and another, one individual and another and between the group and the individual.
3. Students will develop an understanding of how social, economic and political forces shape diversity and may be shaped by diversity.

Outcomes Should Also Include Some of the Following:

1. Students will be provided with the tools to explore their own culturally based beliefs and develop tools to change those beliefs which lend themselves to prejudice.
2. Students will be provided with the means to express thoughts and feelings about other individuals and other groups in a constructive way.
3. Students will be provided with the means to recognize how and why communication between individuals and groups breakdown.

VI. Double Counting.

Departments which require of their majors specific courses that are certified by the offering department as at least equivalent to the General Education courses in the given subject may, with the approval of the General Education Subcommittee, substitute such courses.

VII. Periodic Review.

The entire program must be reviewed every five years by the appropriate curriculum committee for reapproval. Courses and themes, including double-counted courses, must meet the General Education guidelines. Courses and themes, including double counted courses, not reapproved within the review cycle will be deleted from the General Education program. All courses and themes must continue to meet the General Education guidelines as they are currently taught.

Courses that are approved by the G.E. Subcommittee will be published on a "Pink Sheet", allowing full time faculty a ten-day period to review the proposals. At the end of the review period, if there are no challenges or objections, the course(s) will be considered approved by the G.E. Subcommittee and will be recommended to EPC for inclusion in the G.E. program.

CURRICULUM REVIEW PROCESS FOR THE CHARTER SCHOOL OF EDUCATION

I. Proposal involves a new major program, option, minor, credential program, certificate or a change in upper division writing.

- A. Formal consultation occurs with all Schools and all conflicts are resolved.
The action is announced at EPC and placed in the minutes.

- B. Formal consultation occurs with all Schools and one or more points of conflict are not resolved.
The conflicts will be referred to the Provost and Vice President for Academic Affairs. Prior to making a decision, the Provost and Vice President for Academic Affairs shall consult the Executive Committee of the Academic Senate prior to referring the issue to the appropriate governance committee for consultation. When items in conflict are referred to a committee, that committee must make its recommendations to the Provost and Vice President for Academic Affairs within 21 calendar days.

II. Proposal involves items of more limited scope which impact other schools, e.g., new or modified courses; modification of existing programs.

- A. Formal consultation occurs with all Schools and all conflicts are resolved.
No Senate involvement.

- B. Formal consultation occurs with all Schools and one or more points of conflict are not resolved.
The conflicts will be referred to the Provost and Vice President for Academic Affairs. Prior to making a decision, the Provost and Vice President for Academic Affairs shall consult the Executive Committee of the Academic Senate prior to referring the issue to the appropriate governance committee for consultation. When items in conflict are referred to a committee, that committee must make its recommendations to the Provost and Vice President for Academic Affairs within 21 calendar days.

Additional Aspects of the Process

General Education Program Changes

General Education Program changes of any kind (whether allowing a new substitute course, adding or deleting a course area requirement, etc.) will follow current Senate procedure.

Final decision authority in case points of conflict cannot be resolved within the committee structure.

Final resolution, including GE Program changes, will rest with the Provost and Vice President for Academic Affairs.

Length of this agreement

This process will be reexamined as part of the internal (5 year) review of the charter and will include a self study by the CSOE and a review by a university level faculty committee appointed by the Provost and Vice President for Academic Affairs in consultation with the Executive Committee of the Academic Senate and an external (10 year) review.