

# MAJOR, SERVICE, and NON-GE COURSE PROPOSALS

## Proposals for Additions, Deletions, and Modifications of Courses

Course proposals should be submitted for the development of new courses (Curriculog Approval Process A), the deletion of existing courses (Curriculog Approval Process B), and modifications of any kind to existing courses (Curriculog Approval Process A). For general education course proposals, see chapter 3.

The Office of Academic Programs, in consultation with the academic deans, shall monitor net changes in units or courses. It is strongly recommended that departments avoid a proliferation of courses within a program. Courses no longer considered an essential part of any curriculum, including those that have not been offered in three years, should be considered for deletion; this process may be considered during program review.

The levels of review for course proposals are as follows:

- Department Curriculum Committee
- Department Chair
- College Curriculum Committee
- College Dean
- Office of Academic Programs

Then, depending on the type of course:

- University Faculty for new course, significant modification of course, and/or deletion of service course proposals
- Executive Graduate Council for new post baccalaureate course, significant modification of post baccalaureate course, and/or deletion of service post baccalaureate course proposals
- University Curriculum Committee for new course, significant modification of course, and/or deletion of service course proposals

## General Guidelines

The following are general guidelines to determine whether a proposed change should be categorized as a new course (an addition), a deletion, or a change:

- A course is considered NEW if:
  - No course like it existed before.
  - Changing catalog numbers from lower division to upper division, undergraduate to graduate, or vice versa. (The old catalog number must be retired and cannot be used again for five years.)
  - The content has been changed extensively so as to seriously alter the course objective, how it is taught, its intended audience, etc. (The old catalog number must be retired and cannot be used again for five years.)

- The course is being newly cross-listed or dual-listed (if this creates a “new” course in one of the departments).
  - Changing C/S classification AND course component (e.g. lecture/seminar (01-06) vs. activity (07-15, 18-22) vs. laboratory (15-17) vs. supervisory (23-25, 36, 48).
- A course is considered SIGNIFICANTLY MODIFIED if:
- Changing course title AND course description to reflect significant change in content; changes do not seriously alter the course objective, how it is taught, its intended audience, etc.
  - Changing prefix of an existing course.
  - Changing course units for a fixed unit(s) course.
  - Adding enrollment requirements (i.e. prerequisites, corequisites, concurrent) to courses that did not have any.
  - Changing C/S classification without changing component (e.g. 01 changed to 04, 05 changed to 06, 15 changed to 16, 25 changed to 36).
  - Changing Minimum Student Material and/or Minimum College Facilities.
- A course is considered MINIMALLY MODIFIED if:
- Updating course title OR course description to reflect minimal change in content.
  - Changing catalog numbers without changing from lower division to upper division, undergraduate to graduate, or vice versa. (The old catalog number must be retired and cannot be used again for five years.)
  - Updating unit range for variable unit courses.
  - Updating Contact Hours
  - Updating Instruction Mode(s)
  - Updating Grading Basis
  - Updating Repeat for Credit Rules
  - Updating When Offered
  - Updating Course Note(s).
  - Updating current and/or deleting enrollment requirements (i.e. prerequisites, corequisites, concurrent); addition of requirements outside of college requires that proof of consultation be attached to the Curriculog proposal as a PDF file.
  - Updating Expecting Outcomes.
  - Updating Instructional Materials.
  - Updating Course Outline.
  - Updating Instructional Methods.
  - Updating Evaluation of Outcomes.
  - Updating Course/Department/College Specific Requirements.
- A course is considered deleted if:

- The course is no longer offered and is to be removed from the university catalog. (Note that it is not considered deleted if it is removed from the curriculum of a particular program but remains in the catalog.)
- The course is being changed from lower division to upper division status or vice versa. (The old catalog number must be retired and cannot be used again for five years.)
- The content has been changed so extensively as to seriously alter the course objective, how it is taught, its intended audience, etc. (The old catalog number must be retired and cannot be used again for five years.)

## Course Content and Design<sup>11</sup>

### Subject Area Abbreviation

Each academic discipline shall be assigned a subject area abbreviation used to identify courses related to that discipline. Abbreviations shall be two to three characters.

### Lower Division Coursework

0001-0999 Courses carrying no credit toward degree requirements.

1000-1999 Lower division courses taught primarily in the freshman year and generally introductory in nature. Graduate credit is not allowed.

2000-2999 Lower division courses taught primarily in the freshman or sophomore years and generally introductory in nature. Graduate credit is not allowed.

All lower division courses taught at the university, except 1-unit activity classes in Kinesiology and Music, must include a writing component.<sup>12</sup>

### Upper Division Coursework

3000-3999 Upper division courses primarily for advanced undergraduate students, usually having prerequisites, bearing graduate degree credit upon the approval of the advisor.

4000-4999 Upper division courses most typically taken by juniors and seniors, and may be taken by graduate and post-baccalaureate students; may be restricted to such groups; usually have prerequisites; may earn graduate credit. Courses 461x, and 462x, shall not apply to master's degree requirements.

As appropriate for the discipline, the writing component for upper division courses normally shall be three reports/essays and at least one major term/research paper of 15 pages in length or more. All written assignments at this level must include a research, scholarly and/or creative work components.

A 299X/299XA/299XL or 499X/499XA/499XL course number signifies a well-defined, one-of-a-kind, special topics course usually on a topic or in an area not covered by a regular, titled catalog course. The maximum credit for a 299X or 499X course applicable to a degree is 6 units. The maximum number of

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<sup>11</sup>AS-2466-145/AA, Guidelines for Course Number Assignments to Aid in Semester Conversion

<sup>12</sup>AS-621-867/EPC – Mandatory Writing Assignments in All Classes

units that can be taken per is 3 units. A 499X course number should not be used to: (a) offer lower division coursework, (b) extend internships, (c) award academic credit in place of pay or (d) award credit for work experience.

### Graduate Level Coursework

- 5000-5999 Graduate and credential program courses, open only to graduate and post-baccalaureate students, or seniors with prior approval.
- 6000-6999 Graduate courses, open only to unconditionally classified graduate students.
- 7000-8999 Graduate courses, open only to students enrolled in doctoral program.
- 9000-9999 Courses including specialized workshops, seminars, and institutes designed to provide professional and occupational improvement; not acceptable for credit towards a master's degree.

A 599X/599XA/599XL course number signifies a well-defined, one-of-a-kind, special topics course at the post-baccalaureate level usually on a topic or in an area not covered by a regular, titled catalog course. The maximum credit for a 599X course applicable to a degree is 6 semester units with a maximum of 3 units per semester. A 599X number should not be used to: (a) offer undergraduate level coursework, (b) extend internships, (c) award academic credit in place of pay or (d) award credit for work experience. These graduate courses require that all students assume primary responsibility for an investigation that will contribute to the objectives of the class and that they report, interpret, and defend their findings orally as well as in writing.

### Restricted Catalog Course Numbers

The following three-digit numbers may not be used as the first three digits of a catalog number for purposes other than outlined below. By default, the fourth digit shall be zero (0). However, a non-zero number may also be used by departments to provide curricular advisory information.

- 198X, 398X, 598X Foreign Study Topics - Study undertaken in a foreign university under the auspices of The California State University International Programs.
- 200X, 400X, 500X Special Study - a course for individual or group investigation, research, study or survey of a particular problem; must be assigned a C/S classification associated with supervisory work. These extended course outlines were authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.
- 299X/299XA/299XL, 499X/499XA/499XL 599X/599XA/599XL Special Topics - a well-defined special topics course usually on a topic or in an area not covered by a regular titled catalog course; may be used to pilot new courses for a maximum of one year; may be assigned a C/S classification associated with lecture, laboratory, activity, or supervisory components.
- 441X, 442X, 541X, 542X Internship, Cooperative Education - a closely monitored, structured course that merges academic experience, personal development, and career exploration and provides meaningful, professional work experiences while meeting specific learning outcomes; progressive learning with prerequisite knowledge from one course to the next is expected if sequential numbers are used.
- 461X, 462X Senior Capstone, Senior Thesis, Senior Project, Senior Seminar - an undergraduate culminating experience that reflects upon, integrates, and applies what students have learned in

their degree program; progressive learning with prerequisite knowledge from one course to the next is expected if sequential numbers are used.

- 691X Directed Research Individual - research in a specialized area, under the direction of a graduate faculty member; work does not pertain directly to the thesis; must be assigned a C/S classification associated with supervisory work. The extended course outline was authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.
- 692X Independent Research - individual study/investigation and research in a specialized area proposed by the student with the approval, and under the supervision, of a graduate faculty member; work does not pertain directly to the thesis; must be assigned a C/S classification associated with supervisory work. The extended course outline was authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.
- 694X Master's Thesis/Project Research - research conducted in a specialized area under the direction of a faculty member as part of the preparation for writing a thesis or preparing a graduate project; units are part of the 6 semester unit requirement for culminating experience.
- 695X Master's Project - a significant undertaking appropriate to the fine and applied arts or to professional fields that evidences originality and independent thinking, appropriate form and organization, and a rationale described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation; an oral defense may be required; units are part of the 6 semester unit requirement for culminating experience.
- 696X Master's Thesis - the written product of a systematic study of a significant problem that identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation and evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation; an oral defense of the thesis is required; units are part of the 6 semester unit requirement for culminating experience.
- 697X Comprehensive Examination - preparation for and completion of an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter evidenced through independent thinking, appropriate organization, critical analysis, and accuracy of documentation; preparation may be independent or guided by a graduate faculty member, if a graduate faculty member directs the preparation, a C/S classification associated with lecture or supervisory work should be assigned, otherwise a C/S classification of C78 must be assigned; units are part of the 6 semester unit requirement for culminating experience.
- 699X Master's Degree Continuation - a course that allows candidates who have enrolled in the maximum number of thesis or project units to maintain resident status. The extended course outline was authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.

## Course Suffixes

Some course numbers may have letter suffixes, used to indicate special attributes or mode of instruction related to the course. Approved suffixes are:

- A – Activity, course must be assigned a C/S classification associated with activities
- L – Lab, course must be assigned a C/S classification associated with laboratories
- H – Honors, course must be approved by the Kellogg Honors College to receive this designation
- M – Multilingual, course specifically designed for students designated as bilingual or multilingual<sup>13</sup>
- S – Service Learning, course must be approved by the Center for Community Engagement to receive this designation

## Course Classification Number —C/S (Classroom/Supervision) Number<sup>14</sup>

C/S numbers are an essential part of the expanded course outline, and may be affected by curricular changes, such as changes in course component, course content, or course descriptions. Since C/S numbers may affect resources, recommendations for this change must be submitted as a Curriculog course proposal by the initiating department for approval. Course descriptions, course component, and instructional methods should be aligned with the C/S number.

Please refer to the link below for the list of C/S Number Categories and Descriptions.

[https://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](https://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

## General guidelines for course classification<sup>15</sup>

**Lectures and Seminars:** There are six classifications for lectures and seminars. These are differentiated by the class capacity and the method of instruction. The faculty member earns 1.0 Weighted Teaching Unit (WTU) for each one-hour meeting.

**Laboratories:** These are courses in which student experimentation and investigation is the primary instructional method. There are two classifications for laboratories, differentiated by discipline. Laboratory courses require a three-hour meeting for one unit of credit. The faculty member earns 2.0 Weighted Teaching Units (WTUs) for each three-hour meeting.

**Activities:** These are courses in which activities offer direct experience with content. There are four classifications for activities, differentiated by discipline and instructional tools. Activity courses require a two-hour meeting for one unit of credit. The faculty member earns 1.3 Weighted Teaching Units (WTUs) for each two-hour meeting.

**Laboratory/Activity Hybrid:** There is one classification for courses that are a hybrid of laboratory and activity work. Such courses require a three-hour meeting for one unit of credit. The faculty member earns 1.5 Weighted Teaching Units (WTUs) for each three-hour meeting.

**Performance/Production Activities:** There are five classifications for these activities, differentiated by the type of activity, the size of the performing ensemble, and whether a performance is involved. Such

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<sup>13</sup> AS-2802-189-AA, M-Designation for First Year Composition Courses, Sections for Multilingual Speakers

<sup>14</sup> Chancellor's Office APDB Data Element Dictionary Section V

<sup>15</sup> AS-2433-134/AP – C/S Classification Categories and Descriptions

courses require a minimum of a two-hour meeting for one unit of credit. Depending on the classification, the faculty member earns either 1.3 or 3.0 Weighted Teaching Units (WTUs) for each meeting.

***Athletic Activities:*** There are three classifications for these activities, differentiated by the sport and level of competition. Such courses require a minimum of a two-hour meeting for one unit of credit. Depending on the classification, the faculty member earns between 1.3 and 6.0 Weighted Teaching Units (WTUs) for each meeting.

***Supervisory Courses:*** This category is limited to those courses where the teaching methodology requires a one-to-one relationship between student and faculty. There are five classifications, differentiated by the type and level of the activity. The length of the meetings is determined by the classification, regardless of the number of units. Depending on the classification, the faculty member earns between 0.25 and 1.0 Weighted Teaching Unit (WTU) per student supervised, regardless of the number of course units.

***Courses without Workload:*** These are courses that generate FTES for the campus but do not generate WTU workload for faculty. There are two classifications, differentiated by the financial basis for the course. The length of the meetings per unit of credit varies by course.

## Modes of Instruction<sup>16</sup>

All modes that are appropriate for a particular course should be included in an expanded course outline. A Curriculog proposal is required if a mode of instruction is added or removed from a particular course. When considering mode of instruction, it is important to note that WSCUC approval must be obtained if 50% of a major degree coursework is offered online (both asynchronous and synchronous).

There are seven modes of instruction. The modes are further defined by whether the students must visit campus and whether the instruction is synchronous or asynchronous.

***Face-to-Face:*** Course meets face-to-face in a classroom (instructor+ students in one location) for all of the course contact hours prescribed by the course classification and units. Syllabus, grades and course materials may be posted online.

***Hybrid with Asynchronous Component:*** Course uses both classroom and asynchronous instructional modes and meets face-to-face for a portion with of the course contact hours prescribed by the course classification and units.

***Hybrid with Synchronous Component:*** Course uses both classroom and synchronous instructional modes and meets face-to-face for a portion of the course contact hours prescribed by the course classification and units.

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<sup>16</sup> AS-2910-201/AA: Updates to Course Designation Standards

***Fully Asynchronous:*** 100% of the course instruction is delivered online in an asynchronous instruction mode. No scheduled meetings are required.

***Fully Synchronous:*** 100% of the course instruction is delivered online or via remote broadcast in a synchronous instruction mode. Students do not need to be on campus for any portion of course work or evaluation.

***Bisynchronous:*** 100% of the course instruction is delivered online using both synchronous and asynchronous instructional modes. The synchronous meeting pattern meets at an approved time module/meeting pattern.

***HyFlex:*** Course uses face-to-face, synchronous and asynchronous instruction modes. Instruction is provided in the classroom, and for each class meeting, students may choose to attend face-to-face, synchronously online or asynchronously online.

Note:

**Asynchronous instruction** is defined as online instruction that allows students to view instructional materials at any time.

**Synchronous instruction** is defined as online or remote broadcast instruction delivered during scheduled class meetings.

Please refer to the [Instruction Mode Definition](#) in the [Schedule Building Guides](#) for a detailed list of Modes of Instruction.

## Suggested Guidelines for Writing an Expanded Course Outline

The Expanded Course Outline is a document to inform instructors and evaluators about the course offered.

Note: When submitting course proposals and revising or proofreading catalog copy, use the terms in this section for consistency.

### General Course Information

- Proposal Type
- Proposal Type Modification Summary
- Modification Summary Description
- Subject Area
- Catalog Number
- Cross Listed Course
- Dual Listed Course
- Formal Course Title
- Unit(s)
- C/S Classification
- Component (lecture, laboratory, etc.)
- Contact Hours
- Instruction Mode(s) (face-to-face, fully asynchronous, etc.)
- Grading Basis
- Repeat for Credit



Repeat for Credit Limit  
Repeat Credit Applicable to Degree/Max Unit per Term  
When (Course) Offer  
Course Category  
GE Area (if applicable).

I. Course Description:

Provide course description exactly as it should appear in the catalog. Describe the course as accurately and concisely as possible.

II. Required Coursework and Background (i.e. Enrollment Requirements):

Give prerequisites, corequisites, and any other background that students must have before enrolling in the class, e.g., upper division status. If there are no prerequisites and/or corequisites, leave blank. Since prerequisites will limit enrollment in the class, do not list a prerequisite unless it is important that the students have the prerequisite before enrolling. Introductory level classes should have no prerequisites. Upper division or advanced level classes frequently have one or more prerequisites. Implementation of prerequisite checking under PeopleSoft necessitate that departments be careful to list only those prerequisites necessary to ensure students a reasonable chance of successfully completing the course, but not to be so restrictive as to block well-qualified students.

NOTE: If *Consent of Department/Instructor* is the only prerequisite, students will only be able to register with a permission number that overrides consent required issued by the academic department.

If an enrollment requirement of or *Consent of Department/Instructor* is required, students will have to satisfy the enrollment requirement to register for the course; if they do not satisfy the enrollment requirement, they must obtain a permission number that overrides requisites not met from the academic department to register for the course.

If an enrollment requirement of and *Consent of Department/Instructor* is required, students will have to satisfy the enrollment requirement and obtain a permission number that overrides consent required from the academic department to register for the course.

III. Course Note(s):

Provide additional notes to students. These notes appear in University Catalog.

IV. Expected Outcomes:

- A. List the knowledge, skills, or abilities which students should possess upon completing the course. It may be helpful to review [Bloom's Taxonomy](#).
- B. If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.
- C. If this is a GE course, explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.
- D. If this is a GE course, describe how these outcomes relate to the associated GE Learning Outcomes listed below.

V. Instructional Materials:

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in an accepted bibliographic form.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility/>

VI. Minimum Student Materials:

List any materials, supplies, equipment, etc., which students must provide, such computers access, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

VII. Minimum College Facilities:

List the university facilities/equipment in addition to a traditional classroom that will be required in order to offer this class, such as gymnastic equipment, a special classroom, technological equipment, laboratories, etc.

VIII. Course Outline:

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

IX. Instructional Methods:

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

X. Evaluation of Outcomes:

- A. Describe the methods to be used to evaluate student learning, e.g., written exams, term papers, projects, participation, quizzes, attendance, etc.
- B. Describe the required writing assignments to be included.<sup>17</sup>
- C. Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include a link or attach a matrix to align the evaluation methods to the outcomes.
- D. If this is a GE course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.

Following are suggested formats for your evaluation of outcomes matrix:

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<sup>17</sup> AS-621-867/EPC – Mandatory Writing Assignments in All Classes

Outcome	Evaluation Method
1	A, C
2	B, C
3	A
4	C
5	A

List outcomes and associated methods that will be used to assess outcome.

Outcomes	Evaluation Methods		
	A	B	C
1	✓		✓
2		✓	✓
3	✓		

List outcomes on left and methods on top, and put checks to indicate method to be used to assess outcome.

Program/GE Outcomes	Evaluation Methods		
	A	B	C
1	I		D
2		D	D
3	I		

List the Program and/or GE Outcomes on the left and methods on top, and put I, D, or M to indicate if the method is assessing introductory learning, developmental learning, or mastery learning.

XI. Course/Department/College Specific Requirements (OPTIONAL)

Additional information may be added to this section associated with accreditation or other stakeholders.