COURSE PROPOSALS

PROPOSALS FOR ADDITIONS, DELETIONS, AND MODIFICATIONS

Course proposals should be submitted for the development of new courses and the deletion or modification of existing courses. Proposals should include information regarding course numbering, course component and level of instruction, and course classification number (C/S number).

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 unless a strong rationale for maintaining them can be provided by the department in question and supported by the corresponding college dean.

The levels of review for course proposals are as follows:
- department curriculum committee
- department chair
- college curriculum committee
- college dean
- Associate Provost

Then, depending on type of course:
- Academic Senate Academic Programs Committee for academic master plan (AMP) proposals
- Academic Senate General Education Committee for general education (GE) proposals
- Executive Graduate Council for post baccalaureate related proposals
- University Curriculum Committee for proposals other than academic master plan (AMP) and general education (GE) proposals
- President for academic master plan (AMP) and general education (GE) 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:

1) A course is considered new if:
   - No course like it existed before
   - 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 course is being newly cross-listed (if this creates a “new course” in one of the departments)

2) A course is considered changed if the department:
   - Changes the C/S number
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- Changes the units
- Changes the enrollment requirements (prerequisites and/or corequisites)
- Changes the content in ways that do not seriously alter the course objective, how it is taught, its intended audience, etc.
- Changes the title
- Changes the grading basis

3) 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

LOWER DIVISION COURSEWORK

001-099 Courses carrying no credit toward degree requirements.
100-299 Courses taught primarily in the freshman and 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. As appropriate for the discipline, the writing component for 100-299 numbered courses normally shall be 4-5 written assignments and at least one long term/research paper. Graduate credit is not allowed for lower division courses.

UPPER DIVISION COURSEWORK

300-399 Courses primarily for advanced undergraduate students, usually having prerequisites, bearing graduate degree credit upon the approval of the advisor.
400-499 Courses for advanced undergraduate, and graduate, and postbaccalaureate students; courses 461, 462, and 463 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 strong research component.

A 299/299A/299L or 499/499A/499L 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 299 or 499 course applicable to a degree is 8 quarter units. The maximum number of units that can be taken per quarter is 4 units. A 499 course number should not be used to: (a) offer

11 AS-621-867/EPC – Mandatory Writing Assignments in All Classes
12 No policy located to support this statement.
lower division coursework, (b) extend internships, (c) award academic credit in place of pay or (d) award credit for work experience.  

**GRADUATE LEVEL COURSEWORK**

- **500-599** Courses open only to graduate and post-baccalaureate students, or seniors with prior approval.
- **600-699** Courses open only to unconditionally classified graduate students.
- **700-899** Courses open only to students in a doctoral program.
- **900-999** Courses including specialized workshops, seminars, and institutes designed to provide professional and occupational improvement. Not acceptable for credit towards a master’s degree.

A 599/599A/599L 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 599 course applicable to a degree is 8 quarter units with a maximum of 4 units per quarter. A 599 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.

**COURSE CLASSIFICATION NUMBER —C/S (CLASSROOM/SUPERVISION) NUMBER**

C/S numbers are part of the curricular process, 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 transmitted by the initiating department via the college dean to the Office of Academic Programs for approval. The department should include a justification for the C/S number in the Summary of Proposed Curriculum Changes form. Expanded course outlines and catalog descriptions should be aligned with the C/S number.

Please refer to the Appendix in this guide for a list of C/S Number Categories and Descriptions.

**GENERAL GUIDELINES FOR COURSE CLASSIFICATION**

*Lectures and Seminars:* There are six classifications for lectures and seminars. These are differentiated by the class capacity and the method of instruction.

*Laboratories:* There 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 Weighted Teaching Units (WTUs) for each three hour meeting.

*Activities:* These are courses in that include activities that offer direct experience with content. There are

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13 No policy located to support limitations outlined in this paragraph.
14 No policy located to support limitations outlined in this paragraph.
15 Chancellor’s Office APDB Data Element Dictionary Section V
16 AS-2433-134/AP – C/S Classification Categories and Descriptions
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 two-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 courses require a minimum of two hour meetings for one unit of credit. 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 two hour meetings for one unit of credit. 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. The faculty member earns between 0.25 and 1.0 Weighted Teaching Units (WTUs) per student supervised, regardless of the number of 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**

All modes that are appropriate for a particular course should be included in an expanded course outline. A curriculum change form is not required if a mode of instruction is added or removed from a particular course. WASC approval must be obtained if it is possible for a student to earn a degree taking more than 50% of the major coursework online.

There are eight modes of instruction, including face-to-face, web-assisted, hybrid, and online. The modes are further defined by whether the students must visit campus and whether the instruction is synchronous or asynchronous.

**Web-assisted instruction:** instruction is face-to-face but students must use technology to access some course materials or to participate in activities.

**Asynchronous instruction:** instruction is offered via technology available at time/locations of student’s choice, subject to restrictions set by the instructor.

**Synchronous instruction:** instruction is offered via technology available as specific days/times.

**Hybrid instruction:** instruction is both face-to-face and asynchronous or synchronous, and meets face-to-face for approximately 25-75% of the course contact hours.
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Please refer to the Appendix in this guide for a detailed list of Modes of Instruction.

SUGGESTED GUIDELINES FOR WRITING AN EXPANDED COURSE OUTLINE
(An online version of the expanded course outline template will be released in 2014-15.)
Please refer to the Appendix in this guide for an example of a Course Outline.

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

Basic Course Information
List subject area, catalog number, course title, units, C/S classification, component (lecture, laboratory, etc.), instruction mode (face-to-face, fully asynchronous, etc.), grading basis, repeat basis, and GE Area.

I. Catalog Description:
Give course description exactly as it should appear in the catalog. Describe the course as accurately and concisely as possible. It is not necessary to repeat information listed in the summary.

II. Required Background or Experience:
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, state “none”. 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 necessitates 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 issued by the academic department/instructor. If an enrollment requirement 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 from the academic department/instructor. If an enrollment requirement and Consent of Department/Instructor are required, students will have to satisfy the enrollment requirement and obtain a permission number from the academic department/instructor to register for the course.

III. Expected Outcomes:
List the knowledge, skills, or abilities which students should possess upon completing the course. Discuss how these outcomes relate to the mission, goals and objectives of the program and to the objectives of the particular course. If this is a general education course, also discuss how the course addresses associated GE outcomes. It may be helpful to review Bloom’s Taxonomy. For more information, https://www.cpp.edu/~academic-programs/program-review/assessment-tools.shtml.

IV. Instructional Materials:
List the text(s) that will be used, as well as additional references (books, journals, articles, etc.) which might be appropriate materials for this class. The reference list should be current, arranged
alphabetically by author and the materials should be listed in accepted bibliographic form. This list is intended to provide guidance to instructors.

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/

V. Minimum Student Materials:
List any materials, supplies, equipment, etc., in addition to traditional paper and writing instrument, which students must provide, such as special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that students cannot be assessed a fee unless the fee has been approved according to University procedures.

VI. 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, special classroom, technological equipment, laboratories, etc.

VII. 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 instructional 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.

VIII. Instructional Methods:
Describe which type(s) of instructional method(s) will be used in class. Include any method that is essential to the course, such as the use of particular instructional tools or software. Remember that all classes taught at the University unless it has received an exemption must include a writing assignment.

Faculty are encouraged to make all materials accessible. For more information, http://www.cpp.edu/~accessibility/

IX. Outcomes Assessment:
Describe the methods to be used to evaluate students’ learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc. Be as specific as necessary, keeping in mind that all instructors must follow these guidelines. Discuss how these methods address the particular course, program, and GE outcomes, as appropriate. You may want to include a matrix in one of the following formats:
List outcomes and associated methods that will be used to assess outcome.

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<thead>
<tr>
<th>Outcome</th>
<th>Evaluation Method</th>
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<tbody>
<tr>
<td>1</td>
<td>A, C</td>
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<td>2</td>
<td>B, C</td>
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<td>3</td>
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<td>C</td>
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<td>5</td>
<td>A</td>
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</tbody>
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List outcomes on left and methods on top, and put checks to indicate method to be used to assess outcome.

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<tr>
<th>Evaluation Methods</th>
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<tr>
<td>Outcomes</td>
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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.

<table>
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<tr>
<th>Evaluation Methods</th>
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<td>Program/GE Outcomes</td>
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