This document delineates definitions, guidelines, and the review/approval steps for course and program proposals in the context of curriculum conversion. The information presented here is based on the following documents: Semester Conversion: Curriculum Conversion Timeline and the Conversion Curriculum Definitions and Links. The document includes two sections: Section 1 details the proposal types, definitions, guidelines and review/approval steps for course proposals; Section 2 details the proposal types, definitions, guidelines and review/approval steps for program proposals.
SECTION I: COURSE PROPOSALS

Course Proposal Types and Definitions

All course proposals fall into one of two categories: General Education (GE) courses and Non-General Education (Non-GE) courses. In the context of curriculum conversion, there are four types of COURSE proposals: new, revisioned, converted, and discontinued.

All GE courses will be reviewed by the Academic Senate’s GE Committee. Converted GE courses will be reviewed for alignment with GE Learning Outcomes by reviewing items III and IX in the ECOs. New and revisioned non-GE courses will be reviewed by the University Curriculum Committee (UCC). Converted courses are “catalogue-ready”, and will be reviewed by the Office of Academic Programs. The course proposal types and their definitions, which apply to both GE and non-GE courses, are listed in Table 1.

Table 1. Course Proposal Types and Definitions

<table>
<thead>
<tr>
<th>Course Proposal Type</th>
<th>Course Proposal Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) NEW</td>
<td>• More than 50% of the content was not included in any course in the quarter-based curriculum</td>
</tr>
<tr>
<td>2) REVISIONED [note: also referred to as “significantly revised”]</td>
<td>• Course that underwent significant revisions [note: see guidelines for a “significantly revised” course in Table 2]</td>
</tr>
<tr>
<td>3) CONVERTED [note: also referred to as “minimally revised” or “direct conversion”]</td>
<td>• Course that underwent minimal revisions [note: see guidelines for a “minimally revised” course in Table 2]</td>
</tr>
<tr>
<td>4) DISCONTINUED</td>
<td>• Course that currently exists on the quarter-based curriculum, but little to none of its content is incorporated in a course under semester-based curriculum</td>
</tr>
</tbody>
</table>

Course Proposal Guidelines

Table 2 provides a set of guidelines to differentiate between the revisioned (i.e., “significantly revised”) and converted (i.e., “minimally revised”) course proposals.

Table 2. Course Proposal Guidelines

<table>
<thead>
<tr>
<th>Course Proposal Type</th>
<th>Course Proposal Guidelines</th>
</tr>
</thead>
</table>
| REVISIONED [also referred to as “significantly revised”] | • Changing course title or course description to reflect change in content  
• Changing number of units beyond conversion arithmetic (note: conversion arithmetic includes truncating or rounding to avoid fractions.  
• Courses with greater than 3 semester units or courses with lab which total more than 4 semester units  
• Changing the course level from lower to upper division or vice versa  
• Adding course prerequisites outside of the college  
• Changing C/S classification and course component (e.g., lecture vs. seminar vs. activity vs. laboratory vs supervisory) |
| CONVERTED [also referred to as “minimally revised” or “direct conversion”] | • Changing from a 4-unit to a 3-unit course with approximately the same contact hours  
• Changing the title or catalog description to update or clarify  
• Changing prefix of an existing course with minimally revised content  
• Updating course topics of an existing course with minimally revised content  
• Changing course component (e.g., from/to lecture, lab, activity, independent study) to correct a clear contradiction  
• Adding high impact practice(s) (HIP) to an existing (i.e., “minimally revised”) course |
| DISCONTINUED         | • The content is NOT incorporated into another course  
• It is NOT the situation of a quarter sequence being restructured as a semester course or sequence with the same material,
Course Proposal Review/Approval Steps

This section provides a graphical representation of the review and approval steps for different types of course proposals. It also specifies which form must be used to enter the given course proposal type into the Curriculum Management Application (i.e., Curriculog).

Courses proposed via Curriculog

- New and Revisioned non-GE Courses (1828)
  - Form A: New Major/Service
  - Review by UCC*
  - Enter into Catalog

- Converted non-GE Courses (1915)
  - Form B: Modify/Delete Major/Service
  - Enter into Catalog**

- New and Revisioned GE Courses (191)
  - Form C: New General Education
  - Review by Senate GE Committee*
  - Recommended for Approval by Senate
  - Enter into Catalog

- Converted GE Courses (167)
  - Form D: Modify/Delete General Education
  - Review alignment with SLO by Senate GE Committee**
  - Enter into Catalog

- Discontinued Courses (1381)
  - Form N: Other - Additional Curricular
  - Remove from Catalog*

* Action begins after 30 day consultation
** No consultation period before action

Number of converted courses and deleted courses are estimated from pre-proposals
### SECTION II: PROGRAM PROPOSALS

**Program Proposal Types and Definitions**

In the context of curriculum conversion, there are four types of program proposals: *new, revisioned, converted, and discontinued*. *New, revisioned, and discontinued* program proposals, including degree programs, options and emphases within programs, minors, and certificates, will be reviewed by the Academic Senate’s Academic Programs (AP) Committee. *New* degree program proposals must be approved by the Chancellor’s Office. *Converted* programs are “catalogue-ready” and will be reviewed by the Office of Academic Programs. The program proposal types and their definitions are listed in Table 3.

Table 3. Program Proposal Types and Definitions

<table>
<thead>
<tr>
<th>Program Proposal Type</th>
<th>Program Proposal Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) NEW</td>
<td>Program currently does not exist on the quarter-based curriculum but is proposed to be added to the semester-based curriculum</td>
</tr>
<tr>
<td>2) REVISIONED [note: also referred to as “significantly revised”]</td>
<td>Program that underwent significant revisions [see guidelines in Table 4]</td>
</tr>
<tr>
<td>3) CONVERTED [note: also referred to as “minimally revised” or “direct conversion”]</td>
<td>Program that underwent minimal revisions [see guidelines in Table 4]</td>
</tr>
<tr>
<td>4) DISCONTINUED</td>
<td>Program currently exists on the quarter-based curriculum, but is proposed to be discontinued on the semester-based curriculum</td>
</tr>
</tbody>
</table>

**Guidelines for Classification of Program Proposal Type**

Table 4 provides a set of guidelines to differentiate between *revisioned* (i.e., “significantly revised”) and *converted* (i.e., “minimally revised”) program proposals at both the undergraduate and graduate level.

Table 4. Program Proposal Guidelines

<table>
<thead>
<tr>
<th>Program Proposal Type</th>
<th>Program Proposal Guidelines</th>
</tr>
</thead>
</table>
| 1) REVISIONED [note: also referred to as “significantly revised”] | • **Significant** changes made to the program curriculum structure, such as:  
  o Restructuring existing core of a degree program, minor, or certificate  
  o Restructuring existing options and/or emphases  
  o Adding (and/or deleting) required courses  
  o Adding (and/or deleting) options and/or emphases  
  o Increasing units to an existing degree program or minor  
  o Change that results in budgetary implications that are not addressed in the proposal  
  • Undergraduate degree programs that exceed 120 semester units |
| 2) CONVERTED [note: also referred to as “minimally revised” or “direct conversion”] | • **Minimal** changes made to the program curriculum structure, such as:  
  o Mostly translation of quarter courses and course sequences to semester courses and sequences  
  o Contraction or expansion of quarter courses and course sequences  
  o Change to lists of electives [e.g., adding and/or deleting course(s) to/from a list of electives] or changing the number of courses/units to be selected from list  
  o Re-sequencing courses to improve student learning experience  

Note: A “converted” program may include “revisioned” as well as converted courses.
Program Proposal Review/Approval Steps

This section provides a graphical representation of the review and approval steps for different types of program proposals. It also specifies which form must be used to enter the given proposal type into the Curriculum Management Application (i.e., Curriculog).

Converted Program / Option / Emphasis / Minor

- Converted program, option, emphasis, minor
- Form I: Q2S Existing Program / Option / Minor
- Approval by Office of Academic Programs
- Enter into Catalog

Revisioned Program OR Discontinued Program/Minor/Credential

- Revisioned Program
- Form I: Q2S Existing Program / Option / Minor
- Review by Senate AP Committee
- Senate Recommend for Approval
- Approval by President
- Enter into Catalog

Discontinued Program, Minor, Credential

- Form K: Discontinuance/ Merger/ Move of Major, Minor, Credential
New or Revisioned Option/Emphasis/Minor Program   OR   New//Revisioned/Converted Certificate

- New Option, Emphasis, Minor
- Revised Option, Emphasis, Minor
- New/Revisioned/Converted Certificate

New Program

- Form J: Academic Master Plan Entry OR Form E: New Bachelor/Master
- Review by Senate AP Committee
- Senate Recommend for Approval
- Approval by President
- Approval by Chancellor
- Enter into Catalog