Proposal Guidelines for Faculty Authors
Fall 2021
Prepared by members of the A&L College Curriculum Committee 2019-2020

The Arts & Letters Curriculum Committee reviews curricular proposals that have been approved by departments in the College and makes recommendations to the Dean. With the Dean's approval, proposals then advance to the Faculty Senate Curriculum Subcommittee for final review.

Faculty authors and department chairs are encouraged to review all resources and guidelines provided here to ensure that their proposals will be approved at every level for timely implementation.

Yellow highlighting indicates other documents provided in the College Committee's list of Resources that you can consult.

General Information and Suggestions
- Review the *University Policy Manual* for a comprehensive list of Curriculum Policies: https://www.csus.edu/umanual/curriculumpolicies.html
- Review Workflow DEADLINES to submit proposals for courses and degree programs regarding inclusion in the next catalog and/or in the next Schedule of Classes ("CMS Deadline"); check "AL Curriculum Deadlines" under College Committee Resources for the most up-to-date information.
- University deadlines can also be found at https://www.csus.edu/academic-affairs/curriculum-workflow/curriculum-deadlines.html.
- In your Workflow document, Blue dots with a ? next to prompts offer help from Workflow: they open a window with more information, email contacts for help, or documents with more information
- To paste text into Workflow with the best possible formatting, first paste it <u>from</u> your Word document or pdf <u>into</u> TextEdit, VIM, NotePad, etc. to convert it to html, then transfer it to your Workflow proposal.
- Note that new degree designations must be submitted to Academic Affairs **30 days** prior to submitting a Form B.

COURSE PROPOSALS: "Form A"

- **New Course, Course Change, Experimental Course?**
  - Experimental Courses will be assigned course numbers 96, 196 or 296; after two offerings of this course, the department must submit a proposal to replace it with a new course number or delete it from its catalog offerings. We suggest adding a letter to your Experimental Course number, in case your department wants to propose more than one (i.e. "96A")

  - Note that you can choose "Propose New from Existing Course" which allows you to "paste" course info from an existing course, and replace it with a new course number, etc.

- **Contacts:**
  - Fill in names of faculty authors and other faculty who can respond to Workflow emails for edits or approval issues with this proposal

- **Course Title**: do not include Course Number in the title—it will automatically be added when subsequent rubrics are filled out

- **Academic Group:** "ALS"

- **Will this Course be Offered Through CCE:**
  - Does your department plan to offer this course through the College of Continuing Education (i.e. winter/summer course, certificate program, etc.)?

- **Catalog Year Effective:**
  - Check "AL Curriculum Deadlines" to see which future catalog will include your proposal. If the deadline has passed for the coming year, choose the next catalog

- **Course Number:**
  - See above for numbering Experimental Courses; for new courses, search the catalog or CourseLeaf to see active course numbers that are not available; consult with your department chair to determine course numbering

- **In what terms will this course typically be offered?**
  - Students will see this information in the catalog

- **Does this course replace an existing experimental course?**
  - If "yes," this will expedite your proposal's review, provided course info is virtually the same. All information, including a sample syllabus is still required.

- **Justification for course proposal:**
  - Please answer clearly and thoroughly "why" this proposal has been submitted. Examples: updating program content, meeting certification requirements, correcting errors in catalog copy, adding prerequisites and why, meeting demand for more courses in this field, new faculty hire presents opportunity for expanded course offerings, need for more GE courses in this area, building a new degree plan, certificate program, or concentration, etc. Be sure to address issues such as content overlap with other programs predicating attached consultation.

- **Course description to appear in the catalog (not to exceed 80 words)**
  Language will appear verbatim in the catalog, not to exceed 80 words, should conform to department catalog copy for similar courses; should be carefully proofread for spelling and punctuation; it should inform students as clearly as possible about course content and requirements. Leave out unit count, GWAR requirements, or any other wording that is filled out in other rubrics—this information will be added by the catalog staff.
- **Course note:** (should not include info that will appear to students otherwise)
  Could be used to notify students of a standardized exam fee required for the course, or other information not already addressed in the form.
- **Does this course have a prerequisite?**
  Students will see this list of prerequisite courses in the catalog and class schedule
- **Prerequisite enforced at Registration?**
  If you choose "yes," students will be barred from enrollment unless they are enrolled in, or have completed the prerequisites listed.
- **Does this course have corequisites?**
- **Graded:** will a letter grade be assigned?
- **Approval required for enrollment?**
  If you choose "yes," students will be barred from enrollment unless they have the approval you select.
- **Course Components and Classifications?**
  Refer to "Course Classification Guidelines" and "Course Classification Numbers 2015" to see which classification matches. Codes will be provided in the pull-down menu. Consult with your chair with questions.
- **Is this a paired course?**
  If yes, and the catalog or Workflow does not already show this information for the paired course, you need to submit a Form A for the paired course to create this pairing. See "Paired Courses Policy."
- **Is this course cross-listed?**
  "Cross-listed" refers to a course offered through another department with a different course moniker, but the same instructor and content. If yes, and the catalog or Workflow does not already show this information in the course listings of the other department, you need to submit a Form A for the course with the other department number.
- **Can this course be repeated for credit?**
  If you answer "yes," the total number of times it can be repeated will NOT include the first time. Check the total units possible.
- **Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
  1) Refer to the objectives for your degree program listed in CourseLeaf to align your course's Learning Outcomes. Keep your ELO's brief and broad so that any instructor teaching this course can build their syllabus upon them and add ELOs that align and reflect what they want students to learn.

2) Refer to ==“Bloom’s Taxonomy Chart”== and ==“ACUE Action Verbs for Powerful Outcomes”== for suggestions in crafting ELOs. Action verbs should reflect the lower or upper division content of your course. Avoid repeating verbs. Limit each ELO to <u>one</u> action verb with a short predicate.
3) Assign each ELO a number (5 ELOs are sufficient).
4) **Example:**
    “Students will be able to…”
    1) display knowledge of course content related to …
    2) identify critically important themes in the ….
    3) analyze three or more theoretical approaches to ….
    4) utilize primary sources relevant to ....

- **Assessment Strategies:** Briefly list tools you will use to assess students’ acquisition of your ELOs:
    1) List Assessment Strategies briefly that will measure students’ achievement in mastering the ELOs and are graded items, such as quizzes, papers, projects, discussion board posts, in-class participation, summaries, performances, etc. See ==“ACUE Types of Assessments”== connecting ELOs with types of Assessment.
    2) Next to each assessment tool, list the ELOs that will be assessed. All ELOs must appear in your list, and can be connected to more than one assessment.
        Example:
        Weekly Written Summary of Reading (ELOs 1, 2)
        Quizzes (ELOs 1, 4, 5)
        Short Paper (ELOs 2, 3)
        Portfolio Project (ELO 4, 5)

- **Syllabus:** A sample syllabus for your course is required to be approved. All elements of your syllabus <u>must match the same elements of your Form A.</u> You can upload a pdf of your syllabus at this prompt: “Attach a list of the required/recommended course readings and activities,” or at the bottom of your proposal, “Please attach any file not requested above.”
- **Syllabus Content:** See ==A&L Syllabus Guide== and ==University Course Syllabus Policy== for more information about providing the following content in your syllabus:
    Course Title, Course Number (exactly as it appears in the Form A)
    Catalog Description (exactly as it appears in the Form A), number of units
    Course mode: classroom, hybrid, or online; lecture, lab, studio, etc.
    Corequisites, Prerequisites
    Required texts, technology
    Field trips, if any
    GE Area or Graduation Requirement met by the course
    Paired Course?
    Service Learning Course?

ELOs & Assessment Strategies exactly as they appear in the Form A

Grading Rubric

Weight of Assignments in final grade by percentage

Course Policies: phones, attendance, late work, missed exams, etc.

Links to campus policy on academic dishonesty, accommodations, resources

- **For whom is this course being developed?**

  Check all that apply, but if you check "General Education," you need to fill out the GE portion of the form and provide adequate supporting information. Your proposal will then be reviewed by the University General Education Committee as well.

- **Is this course required in a degree program** (major, minor, graduate degree, certificate?)

  If "yes," and it is a new course, an accompanying Form B must be submitted to document its addition to the degree program. If you have not submitted a Form B, please explain why in the Justification.

- **Will there be any departments affected by this proposed course?**

  In order to protect the integrity of all disciplines and departments, minimize overlaps, prevent duplication, promote effective use of faculty and resources, and encourage cooperation between departments, proposals for new courses or course changes must provide documentation of notification to affected programs.

  If you answer "yes," you are required to attach (at the bottom of the form) a pdf copy of an email you have sent to notify affected departments. **No reply email is required.** Notification is sufficient. To preview possible arbitration, should controversy about content overlap arise, see "Evidence of Content Overlap Flowchart."

- **Accessibility Checklist**

  See university guidelines for accessibility: https://www.csus.edu/information-resources-technology/ati/instructional-materials.html#course-accessibility-checklist.

- **University Learning Goals**

  See "University Learning Goals" for guidelines.

- **Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program?**

  Consult with your department to complete this portion.

- **Please attach any additional files not requested above:**

  Attach pdf of notification emails sent to department chairs or faculty program directors concerning possible overlap of curricular content. Response email is not required, but evidence of notification is expected to be attached where overlap exists.

  Attach syllabus here if not already attached

- **Is this a General Education (GE) course or is it being considered for GE?** See Guidelines for GE course proposals.

PROGRAM PROPOSALS: "Form B"

- Note that a new degree designation must be submitted to Academic Affairs 30 days prior to submitting a corresponding Form B.
- Fast Track and Pilot programs cannot require accreditation or be offered at another CSU campus or neighboring institution. A limited number of such programs may be approved each year.
- Be sure to click on "Propose New Program from Existing Program" when adding a new concentration or new minor to an existing degree plan, so that catalog content is automatically loaded for you to edit.

These links will provide helpful information from Academic Affairs to create your proposal:

- Projecting New Degree Programs on the CSUS Academic Master Plan: https://www.csus.edu/umanual/acadaff/fsp00010.htm

- Undergraduate and Graduate Degree Programs: **https://www.csus.edu/umanual/acadaff/fsu00010.htm**

- Certificate Programs (2000): https://www.csus.edu/umanual/acadaff/fsc00070.htm

- New Degree Programs: Approval Process: https://www.csus.edu/umanual/acadaff/fsn00010.htm

- Modification in, Suspension of, or Deletion of Existing Programs: https://www.csus.edu/umanual/acadaff/fsm00010.htm

- Baccalaureate Learning Goals: https://www.csus.edu/academic-affairs/internal/_internal/_documents/baccalaureate-learning-goals.pdf

- Graduate Learning Goals Policy: https://www.csus.edu/academic-affairs/internal/_internal/_documents/graduate-learning-goals_15-16-fs-115.pdf.

Program Title: Numbers and special characters are not permitted.

Substantive Changes to an existing degree program include the following:
    Increase or decrease in the number of units required
    Substantial changes in the character or purpose of the program
    Additional resources required to implement
    Other as identified by review bodies or appropriate administrators

Non-substantive Changes to an existing degree program may change content, but

> Do not increase or decrease in the number of units required
> Do not change the character or purpose of the program
> Do not require additional resources to implement

Briefly describe the program proposal (new or change) and provide a justification:

> The proposal Justification should provide a curricular, institutional, financial or disciplinary reason. Such justification should involve some (not necessarily all) of the following:

>> gaps in subject matter coverage
>> requirements for the major or concentration
>> program review recommendations
>> accreditation requirements
>> developments in the discipline
>> student demand
>> regional demand
>> additional resources needed

> **Example:**
> *We submit this proposal in order to*
>> *make up for the absence in our curriculum of…*
>> *make a needed revision in our curriculum for…*
>> *meet (program review/accreditation) recommendation…*
>> *reflect developments in the discipline that…*
>> *meet student or regional demand for a program that …*

Objectives of the Degree Program:

The objectives of the degree program should derive from the appropriate ==University Learning Goals==. It is not necessary that every learning goal be cited in the proposal. But any goals should fit under at least one of them. Compare with existing degree program objectives listed currently for your department in the catalog.

Undergraduate programs: https://www.csus.edu/academic-affairs/internal/_internal/_documents/baccalaureate-learning-goals.pdf

- Competence in the discipline
- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills,
- Personal and social responsibility,
- Integrative learning

Graduate programs: https://www.csus.edu/academic-affairs/internal/_internal/_documents/graduate-learning-goals_15-16-fs-115.pdf

- Disciplinary knowledge

- Communication
- Critical thinking/analysis
- Information literacy
- Professionalism:
- Intercultural/Global Perspectives

Example:
Students in the program should be able to manifest their capacity to:
- *Employ the concepts and methods of (the discipline)*
- *Understand standard professional literature, or other products, within the discipline*
- *Conduct investigations within the literature or body of work within the discipline and synthesize the results of such investigations*
- *Solve common, relatively advanced problems in (the discipline)*
- *Produce competent, relatively advanced (disciplinary) products*
- *Analyze and interpret primary sources or evidence (in the discipline)*
- *Understand prevailing schools of thought within the discipline, including analyzing critically their strengths and weaknesses*
- *Come to well-grounded conclusions regarding disputed issues within the discipline*
- *Produce clear, well-researched, well-argued written work on disciplinary topics*

Do these changes impact the Smart Planner Roadmap?
If the answer is "Yes," see your department chair about modifying the degree "Roadmap" that you will attach to your proposal, and that is made available to students in planning for a path to graduation. Your chair will grant you access to edit files on the Roadmap site.

New Program Proposals Only: click on Blue "Help" button to download a template for each prompt.
- Comprehensive Assessment Plan
- Curriculum Map Matrix
- 5-year Budget Projection
- Smart Planner Roadmap (see above information for changes to Roadmap)

Catalog Description
Follow examples of existing degree program catalog copy for your department.

Admission Requirements
Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it, to appear in the catalog

Program Requirements
- If new courses are being created as part of a new program, it will be useful to propose courses first or at the same time as the Form B.
- If using existing course lists, units appearing in a "red box" indicate courses or requirements currently in Workflow

Fiscal Impact to Change an Existing Program
Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units.

New Programs only:
You are asked to document potential demand for the degree, and the degree's connection to careers in the field
- Attach the 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.
- For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program
- Professional uses of the proposed degree major program:
- The expected number of majors over five years

Programmatic/Fiscal Impact to change an Existing Program
- Describe programmatic and/or fiscal impact on other units, and consultation/notification
- Attach a copy of correspondence with units affected by proposed changes
- Provide a fiscal analysis of the proposed changes
- List additional resources and costs
- Attach a report from the Associate Dean explaining how needs will be accommodated to support proposed changes
- Should there be objection from any other unit to probably overlap and programmatic impact, faculty authors should prepare to defend or modify their proposal in consultation with the Senate Subcommittee for Curriculum.

Please attach any additional files not requested above
- Attachments could include copies of email notifications sent to affected units to notify them of content overlap, and a report from the Associate Dean if there is fiscal impact

If you have questions, contact the chair of the College Curriculum Committee for help.