

Section Four - Courses and Curricula

The processes discussed in this section lead to the publication of Policy Statements, Curriculum Certifications, the on-line Schedule of Classes and the University Catalog. These four documents authorize and govern all instructional programs. Announcements in the University Catalog are the responsibility of the Office of the Vice Provost for Academic Affairs and Dean for Graduate Studies.

Courses (new, revised, reactivated and deactivated) and minor revisions to existing program requirement changes are authorized by formal certifications.

New programs and major revisions to existing program requirement changes are authorized by and communicated by university policy statements.

Changes to Existing Program Requirements

Changes to program requirements and regulations are submitted through two differing processes depending on the nature of the intended change.

When changes to the course requirements and course content of a program will substantially alter the authorized objectives of the program the change is considered major. When changes to the program regulations governing admissions, student progress, or other administrative processes will substantially change the quantity or quality of enrollees and graduates the change is also considered major.

When the proposed change will have no substantial effects on any of these elements, the proposal is considered minor, but the program may be asked to include in the change proposal an analysis of predicted effects. All change proposals are submitted using the curriculum form for program changes that may be viewed at http://www.csulb.edu/divisions/aa/catalog/curr_handbook/curr_word_forms/index.html.

The Vice Provost for Academic Affairs and Dean of Graduate Studies will determine whether a change is major or minor and, accordingly, the appropriate review process. Some major changes may be approved by the Vice Provost for Academic Affairs and Dean of Graduate Studies acting for the President while others may require authorization from the Office of the Chancellor or the President by Policy Statement. When review in faculty councils and the Academic Senate is necessary, the proposal will be directed to the Senate for appropriate council review and action by the Vice Provost for Academic Affairs and Dean of Graduate Studies. Otherwise, for minor changes, the campus curriculum process will be used. The chair of a council of the Senate may request a proposal in that review process be directed to the council during the fifteen working day curriculum challenge period.

In certain situations published program requirements have been discontinued, or courses have been added to a group of acceptable courses or courses and requirements have been waived or replaced. A department may adjust the requirements, if the changes are

eliminating and not adding requirements, by filling out and submitting to Enrollment Services the "Request for Substitution or Waiver of Prior Published Degree Requirements" form. Please note that this form is to correct current or past degree requirements only. Any changes to future catalogs must be submitted through the usual curriculum certification process. The form and cover memo (Attachment 4.3) may be found at: http://www.csulb.edu/divisions/af/cms/end_user/SA/forms/index.html.

Courses Used by Multiple Departments

When making changes to courses in your department that are used by other departments as requirements or electives, it is critical that you notify them of the proposed changes. The notification will allow them to make the appropriate adjustments in their own curriculum in a timely manner.

NOTE: Failure to inform other departments may lead to a delay in your course certifications.

Courses that are used by other departments (referred to as "Service Courses") may be viewed at:
http://www.csulb.edu/divisions/aa/catalog/curr_handbook/curr_word_forms/index.html.

Changes to Courses

New Course - intended to convey subject matter not previously covered by an existing course or, if covered by an existing course, to be conveyed with a substantial difference in objective, course methodology, or perspective.

Course Change - a modification to one or more course features (elements) to achieve minor course (or curricular) objectives that will not alter enrollment patterns.

Reactivated Course - a course that has been dropped and is reinstated as an offering by the department. It goes through the usual curriculum process to become active again. If it was dropped over 3 years prior to the request for reinstatement, normally a new course is requested.

All instructional programs are to avoid "unnecessary duplication of courses." See University Policy Statement 80-11 (Attachment 4.4) that provides some specific guidance on these matters.

For every course offered in the university, a standard course outline, a sample syllabus, and bibliography should be on file in the department or college office and in the University Archives. This is a requirement for all General Education courses and all courses articulated with community colleges or other four-year institutions.

Inactive Courses

The policy of the CSU and of this campus is that a course not offered within a three-year period be declared inactive. Colleges are provided with reports indicating which courses will be considered inactive. There is a three-week period before formal certification for faculty to review and comment.

For reactivation of an inactive course:

Declared inactive fewer than three years ago:

Fill out a "Reactivate Course" curriculum form. Submit it to the college - no department or college curriculum committee review is needed. The college will forward the form to the Curriculum Office and it will be included in the upcoming certification cycle.

Declared inactive more than three but fewer than six years ago:

Fill out a "Reactivate Course" curriculum form. Submit it to the college for review by the college curriculum committee - no department curriculum committee review is needed. If approved by the college, they will forward the form to the Curriculum Office and it will be included in the upcoming certification cycle.

Declared inactive more than six years ago:

Fill out a "Reactivate Course" curriculum form. The course will be treated as a new course (a new course outline and syllabus will be required) when it is submitted for review by the department and college curriculum committees. If approved by the college, they will forward the form to the Curriculum Office and it will be included in the upcoming certification cycle.

Variable course topics (Type II) will automatically be terminated at the end of three years. There are no extensions.

Standard Course Outline - should contain (1) the catalog description of the course, (2) a statement of course objectives, particularly General Education course criteria, when applicable, and (3) an outline of the subject matter to be covered. For a sample standard course outline, see Attachment 4.5. The outline may be thematic and/or sequential. A standard course outline for lower-division courses are required by the Curriculum Office if the change to the course changes the community college articulation agreement in any way or if an articulation agreement is being initiated.

Course Outline - should contain any instructional requirements of all faculty teaching the course, including policies regarding textbooks, testing systems, grading systems, integration of laboratory or other non-lecture/discussion components of the course, and other "administrative" aspects of the course, such as repeatability, etc.

Course Syllabus - is the individual faculty member's "plan of action" for a particular offering of the course. A faculty member may have different syllabi for different sections of the same course taught at the same time. For the specific information that is needed, see Policy Statement 04-05 (Attachment 4.6).

Course Bibliography - to be contained within two pages, should contain information about the textbooks frequently used in the course as well as a listing of the works in the field with which students should become familiar. The bibliography should not attempt to be comprehensive; rather, it should be of maximum utility to students and faculty reviewing the course. Bibliographies for courses for which General Education approval is sought or maintained should contain lists of the works actually used in the course.

Instructional Hour

Various matters concerning the conduct of courses are detailed in the Faculty Handbook and in the University Catalog. The "instructional hour" is 50 minutes in duration, the "instructional hour and a half" is 75 minutes in duration. In all cases, faculty members must provide adequate "passing time" between classes.

Hybrid Classes and Distance Education Classes

Some classes use academic technology to replace part or all of the face-to-face class meetings. In a hybrid class, one-third to two-thirds of the student/faculty and student/student contact time uses academic technology to structure remote activities. The remaining communication is face-to-face, similar to traditional classes. A Local Online Class (LOC) is a course offering in which the majority of the instruction occurs when the student and instructor are not in the same place, but it may require up to two hours of face-to-face meetings per unit on the California State University, Long Beach campus within the given semester. A Distance Education Class is a course offering in which communication between faculty and student occurs primarily via academic technology, but it may also include off-site meetings. The mode of instruction is normally shown in the Schedule of Classes. For more detailed information, see Policy Statement 03-11 (Attachment 4.8).

Course Prefix

The four-character standard abbreviation for a program or department must receive prior approval from the Vice Provost for Academic Affairs and Dean of Graduate Studies four (4) weeks prior to the curriculum submission deadline (see Curriculum Calendar, Attachment 4.1).

A department/program seeking a new course prefix must fill out a Course Prefix Curriculum Form, submit it to their college for review/approval and have it forwarded to the Curriculum Office for inclusion in the next curriculum cycle. The new prefix will become effective the coming fall semester. There must be a single specific department under which all courses bearing the designation will be administered. If appropriate, the department can be a college office.

Course Number

A three-digit number is assigned by the program to identify the course in the University Catalog and the online Schedule of Classes. Course numbers are assigned according to conventions within the program that demark sequences or areas of instruction and according to the definitions established below.

When there is a change to a course number, the University Catalog must show the default statement, "Not open for credit to students with credit in DEPT XXX" (the old course number). If the course is repeatable, the default statement will be, "Students with credit in DEPT XXX may only have a total of 9 units of DEPT XXX and DEPT YYY combined" (XXX represents the old course number and YYY represents the new course number).

Changes to course numbers that involve a change from one division to another, e.g., from the 200-level to the 300-level, will normally require a new course description, course outline, syllabus, and bibliography.

NOTE: Numbers cannot be reused for 5 years.

NOTE to Departments without a masters program: The Curriculum Office must forward all new graduate-level courses to the CEP Council for review when there is no master's program offered in the department.

001-099 - special courses involving remediation and development of basic skills. Courses do not convey degree or program credit.

100-299 - lower-division courses: used primarily for General Education and introductory courses. Courses carry university baccalaureate degree and other program credit.

300-499 - upper-division courses: used for advanced and specialized instruction. Courses carry university degree and program credit.

- Courses marked with an asterisk (*) may be used in a student's graduate program.
- A course may be numbered at both the 400- and 500- level if the faculty provide additional exercises or assignments for students enrolled at the 500-level and graduate students differentially. See "Double-Numbered Courses" below.

500-599 - graduate-division courses at the 500-level are used for lecture/discussion, laboratory, fieldwork, and internship courses. Courses confer graduate degree credit and, by petition of a second-semester senior student, undergraduate degree, or program credit.

Fieldwork is usually standardized for an entire group, in the sense that it is directed activity where each student has a similar type of placement, even if the placements are in different settings and carried out individually or in small groups. Usually, the

students are in a component where the students meet as a group to discuss their experiences with a faculty member and compare notes with each other.

Internships are typically more varied than fieldwork, with each student working in a different setting. The settings may have little in common with one another, but are fitted to the interests or needs of the individual students. The students are not necessarily at the same stage in their training. There may or may not be a group classroom component.

600-699 - graduate-division courses at the 600-level are reserved for advanced graduate level work, usually in the seminar or independent research or other activity format. Graduate degree or program credit only.

700 - used only for G.S. 700 that does not convey degree or program credit. For further information, see the University Catalog.

701-799 - doctoral courses.

Double-Numbered Courses

Certain kinds of courses may be "double-numbered" so that the course can be offered simultaneously (at the same time and place with the same instructor) for students in the lower division and upper division or for students in the upper division and in the graduate division. In all cases, the course must have the same number of units, same title, and same mode of instruction (classification). Variable courses and variable course topics may be cross-listed but may not be double-numbered. The double numbering of courses in the undergraduate curriculum is normally limited to studio and performance courses where individual instruction is given to students as a normal form of teaching. The double numbering of courses between the undergraduate and graduate levels may include the studio form of instruction and under the following set of restrictions and forms of instruction.

Upper-division courses at the 400-level and graduate courses at the 500-level may only be double numbered to capture the mode and level differential for graduate students. The courses must meet the requirements for double-numbering above. In addition, they must have different standard course outlines which demonstrate that graduate students are required to complete quantitatively and/or qualitatively more difficult assignments and that graduate students are graded differentially.

Reserved Numbers

Certain numbers or parts of numbers are reserved for special purpose courses for which it has become desirable to have a common number throughout the curricula.

x90 - Normally reserved for variable topic courses, especially 490 and 590;

492 - Normally reserved for Internships;

- 497 - Normally reserved for directed studies courses;
- 498 - Normally reserved for senior thesis courses;
- 499 - Normally reserved for undergraduate "capstone" or integrative seminar courses;
- 695 - Normally reserved for Directed Readings courses;
- 696 - Normally reserved for Research Methods courses;
- 697 - Normally reserved for Directed Research or Directed Studies in master's programs;
- 698 - Reserved for thesis in "30" unit degree programs;
- 699 - Reserved for thesis in "60" unit degree programs;
- 700 - Reserved for G.S. 700;
- 795 - Normally reserved for Directed Studies courses in doctoral programs;
- 798 - Normally reserved for Dissertation.

Suffixes

A one- or two-letter term which indicates that the course is part of a series within the discipline or, as with special suffixes, part of a broad program like General Education or Honors.

"A," "B," "C" etc. - suffix indicates a series with similar formats, content, or objectives in the curriculum.

"H" - normally reserved campus-wide for courses in the major for Honors program credit.

"I" - reserved for General Education "interdisciplinary courses" approved by the President on the recommendation of the Senate.

"L" - normally reserved for laboratory courses.

"O" - normally not used to avoid confusion with "0".

Symbols and Signs

Asterisk (*) - upper-division courses marked with an asterisk may be included in the master's degree programs of the department listing the course. With permission of the student's department graduate advisor, asterisk-marked courses may also be used on other graduate degree programs, when appropriate. Normally, other non-marked courses are not used.

Hyphen (-) - between suffixes indicates a sequence of courses in the optimal enrollment sequence. Students should take the lower suffixed course first.

Comma (,) - between course number suffixes indicates that a student may enroll in either part of the course first.

Course Catalog Title - The course titles and Type III Variable Topics will appear in the University Catalog. Type II Variable Topic titles do not appear in the Catalog, but are shown in the online Schedule of Classes. Frivolous titles or titles using jargon, slang, copyrighted names, trade names, or any punctuation other than the hyphen may not be used.

Course Abbreviated Title - The 30-character (including spaces) abbreviated title is the form of the title which appears on student transcripts, in the online Schedule of Classes and the Active Course Report.

Course Credit Units

Course credit units are the "semester hour units" earned toward the degree or program by the student completing the course. In lecture, discussion, seminar and some other modes of instruction one course credit unit is earned for the 15 contact hours of instruction in a normal 15-week semester. The typical 3-unit course requires 3 contact hours per week for 15 weeks. Faculty may expect students to spend approximately 2 hours out of class for each hour in lecture/ discussion type classes. Thus a 15-unit lecture/discussion work load for a student would calculate to 15 hours in class a week plus an average of 30 hours outside class, or minimum total of 45 hours workload. At this campus most students have at least a part-time job. The number of course credit units conferred is determined solely by the course content. Fractional units are not permitted. Certain types of courses may offer a range of units, e.g., 1-3, indicating that a student may enroll for a maximum of three units, in 1 unit increments, 1- and 2-unit increments, or all 3 at once. The subject matter for each increment is determined by a written supervised study agreement between the instructor and student. A student may repeat courses without unit ranges providing that a repetition option for the course has been approved in advance for that course (see below).

A change in course credit units or a change in classification will necessitate the development of a new course description, course outline, and new course syllabus.

An increase or decrease in course credit units requires review of any existing General Education approval.

An increase in course credit units requires review of any existing Articulation Agreements in force for the course.

Frequency of Offering

The standard symbols are F = Fall, S = Spring, SS = Summer Session, W = Winter, and EXED = Extended Education. These symbols are to be used only if the department can

guarantee the course will be offered for that semester each year. Otherwise, the semester symbol will not be published.

Course Description

A course description, with a maximum of 40 words, should be written in succinct sentences or phrases with consistency of format, especially with respect to the use of phrases or sentences. It should not contain justifications for the course, i.e., its content and methodology.

Course supplemental information lists information about grading policy, repetition, miscellaneous fees, etc. and is not included in the 40-word count for the description.

Each course requiring more than one hour of class attendance per semester unit must indicate the number of hours of required attendance e.g., "Lecture 2 hours; laboratory 3 hours." If the course does not require more than one hour of class attendance per semester unit, the mode of instruction may still be indicated in the course description (e.g., "Lecture" or "Lecture Activity" or "Seminar"). For further information on contact hours, see Attachment 4.2

Grading Option

University policy provides that a student may choose to take a course for a Credit/No Credit grade instead of a traditional letter grade up to a maximum number of units per semester and a maximum grand total. However, a course may be designated "Letter grade only (A-F)" or "Credit/No Credit grading only". If so, these notices must appear in the course description in the University Catalog. The default is both grading options.

Some 300- and 400-level courses are approved for use on graduate student programs. These courses are marked with an asterisk (*) in the University Catalog. Graduate students are graded differentially in these courses.

Report in Progress (RP)

The "RP" symbol is used in connection with courses requiring multiple enrollment, i.e., that extend beyond one academic term. It indicates that work is in progress but that assignment of a final course grade must await completion of additional work. Re-enrollment is permitted prior to assignment of a final course grade provided the cumulative units attempted do not exceed the total number applicable to the student's educational objective. Work is to be completed within one (1) calendar year immediately following the end of the term during which it was assigned except for graduate degree theses. If the "RP" symbol is not replaced by a final course grade within the specified time period or prior to the student's declared graduation date, it will be changed to a "W." An "RP" symbol cannot be replaced by an "I" (Incomplete) symbol; an "I" is not a final course grade.

Repetition Option

Some courses, especially variable topic courses, may be designated as "repeatable." The normal course credit unit limit for any one course is six (6) units, although under exceptional circumstances nine may be permitted. When a course is repeatable, the repetition option should be noted in the course description as follows: "May be repeated to a maximum of six units with different topics in different semesters." (Policy Statement 73-6).

Course/Supervision Classification

The Course/Supervision Classification defines course characteristics norms based on the mode of instruction and the level of instruction. A course may have more than one mode of instruction. Each such component is assigned a C/S classification number according to the type of instruction required which determines the normative class size for that kind of instruction at the level of instruction indicated, the number of contact hours required per course credit unit per week of instruction, and the weighing factor for computation of faculty workload (see Attachment 4.2).

Each course requiring more than one hour of class attendance per semester unit must indicate the number of hours of required attendance e.g., "Lecture 2 hours; laboratory 3 hours." If the course does not require more than one hour of class attendance per semester unit, the mode of instruction may still be indicated in the course description (e.g., "Lecture" or "Lecture Activity" or "Seminar").

Course Fee

Executive Order 740 and 919 (which may be viewed at <http://www.calstate.edu/EO/>) delegates authorization for approval of all instructionally related course fees to the President and defines the types of optional instructional materials, activities and facilities for which charges are permissible.

If an instructional, miscellaneous course fee has been approved by the Course Fee Committee, Business Manager, and the President of the University, the statement, "Course fee may be required" must be published in the Catalog and the online Schedule of Classes. No other fees may be advertised or charged. All instructionally related fees must be authorized and must meet the following procedures for approval to establish, increase, decrease, suspend or abolish instructionally related course fees at CSULB:

1. An instructionally related course fee description and approval form must be completed (see Attachment 4.7).

2. The fee should not exceed the actual or pro rata cost of providing the specified goods or services.
3. The course fee must be identified in the University Catalog and the online Schedule of Classes.
4. Fees must be deposited with the Business Office in a trust account established solely for the authorized fee.
5. The trust account must be used solely for the materials, activities or facilities for which the charge is made.

If expenditures for the specified materials, activities, or facilities are made from General Fund accounts, the department must request a transfer from the trust account each September, December, March, and June for reimbursement of the General Fund.

Periodic reviews will be conducted to ensure compliance with applicable requirements. Each June, a yearly report will be prepared of authorized instructionally related course fees.

Students must have the option of using materials or services provided by the charge or obtaining comparable goods or services from another source.

Cross-Listing Option

Some courses by virtue of their interdisciplinary content may be offered simultaneously by two or more different departments/programs. Student transcripts will indicate the department or program in which the student enrolled. Similarly, each participating department will be credited according to the source of enrollments. Cross-listing requires the consent of each participating department/program. Extensive cross-listing with other departments must be justified both academically and fiscally.

Courses may be cross-listed only within the same course-level division, i.e., lower-division 100- and 200-level, upper-division 300- and 400-level, and graduate-division 500- and 600-level. The courses must have the same catalog title, abbreviated titles, prerequisites, course description, grading, and classification. If one course has been approved for GE status, the other must also have GE status in the same category. The course description of each course must indicate the equivalency with each of the other courses as follows: "Same course as DEPT XXX." If a curricular change is submitted for one of the cross-listed courses, the same change must be made to the paired course or the cross-listing will end.

For scheduling purposes, only one department is designated as the "home" department of the course and all others are designated "dependent" departments. Departments may rotate this responsibility that includes schedule building and staffing administration.

Articulation

Articulation is the term employed to indicate that a course offered by other colleges and universities has been acknowledged as meeting the instructional objectives of a CSULB course. The articulation program of the university operates under the mandate of the CSU for the purposes of facilitating transfer of students between California Community Colleges and private universities to the CSU campuses. Any unit increase or substantial change in an existing course will require review, if not complete re-articulation (see Section 7 Course Articulation.)

Beginning and Ending Terms

With change course proposals, the course being replaced will be made inactive at the end of the semester prior to the first offering semester of the replacement; no overlap is permitted. The semester of first offering is normally the earliest possible date in the curriculum calendar (Attachment 4.1), and the date of last offering is normally indefinite, except for type two topics, which expire in six semesters.

Each course has one or more functions in the department or program. The usual functions are as a "requirement" which every student in the program must complete, an "alternative requirement" which every student in the program may choose to take from among a limited selection, or an "elective" which a student in the program may choose to take from a wide variety of courses in or beyond the discipline. A course may have "status" in more than one degree program and, if so, this should be noted.

Variable Courses and Topics

Variable courses provide the medium for offering subjects of a highly specialized and contemporary nature. A variable course consists of its "generic" form, which is shown in the University Catalog and its "topics." Type I and II topics appear in the online Schedule of Classes. Type III topics appear in the University Catalog. Only Type III topics are placed on the Active Course Report. A "generic" course is a "placeholder" for topics; topics cannot exist independently. All topics under the generic course must agree with those course elements (i.e., units, prerequisites, grading, classification). If a different classification for a topic is desired, a new generic course (with a new course number) must be created. To differentiate between topics in terms of the duration of their expected viability, they have been organized into three categories:

Type I Topics - are offered under the generic course title (e.g., Special Topics) that will be the only title that appears on the transcripts. Topic titles will appear in the online Schedule of Classes but not the University Catalog. These topics may only be offered once and must have the curriculum form sent to the Curriculum Office even though they do not go through the usual campus curriculum certification process. If a Type I topic appears to require additional offering, it must be converted to a Type II or Type III topic or to a regular course. Topic conversion requires formal certification.

Type II Topics - are offered under the generic course number under their own titles. The titles will be printed on transcripts and in the online Schedule of Classes but not in the CSULB Catalog. Each topic requires approval at the University and expires at the end of six semesters - no extensions to the end date will be made. If a department wishes to keep the topic content active, it must be converted to a Type III topic or to a regular course.*

* College-based policies on Type II topics may be developed to provide for alternative methods of retiring topics not offered on a regular basis. Policies of this kind will take into account: the necessity for reviewing all course and topic outlines and bibliographies periodically, realistic planning of specialty material in terms of projected re-sources and priority demands on those resources, and the relationship of the topic to the instructor's research and creative activity. College-based policies may cover all programs within the college or only specified ones. Policies adopted must be written, contain a justification or rationale, and receive the assent of the Vice Provost for Academic Affairs and Graduate Studies.

Type III Topics - are permanent components of the curriculum with the same review requirements as any regular course. The Type III topic is a regular course in every respect except that it shares a common course number with other topics related to it programmatically. Some departments have found this system useful in managing a curriculum characterized by many sub-disciplinary areas (the topics), each requiring a standard approach (the generic course). The titles will be printed on transcripts, in the Active Course Report, the on-line Schedule of Classes and the CSULB Catalog.

Curriculum Forms

The electronic course and program curriculum forms are available online at http://www.csulb.edu/divisions/aa/catalog/curr_handbook/curr_word_forms/ or may be obtained by departments from their college. The electronic forms are also available from the Curriculum Office. The forms are modified from time to time to reflect improvements suggested by users and changes in academic policy. If questions should arise concerning use of any form, call the Curriculum Office for information.

NOTE: There is not a specific curriculum form for courses being submitted to the General Education Governing Committee. The GEGC is not a curriculum committee of the University. It cannot and will not consider new course proposals or changes to existing courses. All requests for General Education credit must be requests relating to active courses currently on the Active Course Report.

Course Forms - for new courses, changing existing, reactivating or deactivating courses

Topic Forms - for converting, initiating, changing or dropping topics

Program Form - for proposing requirement changes to existing programs. Program changes need to also enclose modified roadmap(s) for the affected program(s)

NOTE: New programs do not follow the curriculum certification process. For new programs, see Section 2, Program Development and Approval.

Review Process

Curriculum development processes for courses and minor changes to program requirements take place throughout the academic year. College offices set due-dates for their departments and programs. All course and minor program change proposals are submitted to the Curriculum Office as indicated on the Curriculum Calendar (see Attachment 4.1).

- The University Single Subject Teacher Education Committee and then the College of Education Curriculum Committee reviews all courses with the prefix EDSS.
- The Curriculum and Educational Policies Council reviews curriculum submissions for Interdisciplinary Studies, International Education and University 100.
- The College of Natural Sciences and Mathematics reviews curriculum submissions for Ocean Studies.

Following the conclusion of the curriculum review processes in the departments and colleges, the Associate Deans for Curriculum will prepare and forward all hard copy proposals and electronic (MSWord) files to the Curriculum Office. Course outlines are filed in college offices and sent to the Curriculum Office and other departments only when specifically requested in a challenge proceeding or as needed for articulation agreements. Roadmaps are forwarded to the Curriculum Office for those program changes that necessitate a revision.

Proposed Curriculum

All individual colleges' proposals are assembled into a document called a "Notice of Proposed Curriculum," which is distributed via email to all colleges, departments and programs for faculty review. The Notice serves to notify all offices of the intent to offer courses and to modify curriculum.

Some departments that do not offer a graduate degree program have been authorized to offer a small number of graduate-level courses, primarily as service to other graduate degree programs. Prior to offering, each of these courses must be approved by the appropriate person in the Office of the Provost following the normal remonstrance period for new courses.

Challenge Period

Fifteen working days are provided for any office to challenge a proposal on the grounds of "unnecessary duplication" (see Policy Statement 80-11, Attachment 4.4). Questions about proposals on any other grounds must clearly specify the standard or condition upon which the challenge is based. The challenge period is the second, third, and fourth weeks of September for the Spring Curriculum Cycle and the third week of December and first two weeks of January for the Winter Curriculum Cycle.

A department cannot challenge another department within the same college.

Steps to follow in a challenge:

1. Recommended: Call the department chair of the proposed challenged course first and discuss the issue.
2. The challenge must be made within the 15-day challenge period. It is sent to the Vice Provost for Academic Affairs and Dean of Graduate Studies.
3. Academic Affairs responds to the challenge within 10 days.
4. The challenging department responds to Academic Affairs that the challenge is withdrawn or stands within 10 days.
5. Academic Affairs assists the deans, together with the departments, to arrive at a resolution within 30 days.
6. If a resolution is not reached within 30 days, it is referred to the Curriculum and Educational Policies Council for recommendation.
7. Within 15 days of notification of referral by Academic Affairs, both departments present written arguments and substantiating data to the CEP Council who may refer it to a sub-committee for consideration. The burden of proof rests with the challenger.
8. If referred to a sub-committee, they have 15 days to make a recommendation that goes to the CEP Council.
9. The challenge will be a First Reading item on the next CEP Council agenda. The recommendation is forwarded to the Academic Senate for approval. The decision of the Academic Senate is recorded in the minutes and is forwarded to Academic Affairs.

Formal Certification

Following the challenge period, the Vice Provost for Academic Affairs and Dean of Graduate Studies will attest to the fact that the unchallenged courses have survived the challenge period by issuing a formal certification. Certifications authorize changes to the University Catalog, the online Schedule of Classes, Active Course Report, and all other academic publications of the University, including departmental and program brochures. It is recommended that departments post and maintain a continuous file of those certifications that affect their own programs.

Approval of New Honors Courses

New Honors-specific courses and the management and staffing of the senior Thesis/Project, must be approved by:

1. Department Curriculum Committee;
2. Department Chair;
3. College Curriculum Committee;
4. University Honors Director, following consultation with the Honors Advisory Council.

The curriculum form to be used for proposed honors courses may be viewed at http://www.csulb.edu/divisions/aa/catalog/curr_handbook/curr_word_forms/index.html.

New Honors courses do not go through the 15-day challenge period but will appear in the next formal certification to facilitate data entry.

NOTE: Once an Honors course has been approved, if any revisions are necessary, it goes through the normal campus curriculum process.

ATTACHMENT 4.1

Curriculum Calendar

FIRST WEEK OF JULY

- College Deadline: Curriculum Proposals
- Challenge Period: Last three weeks of September
- Formal Certification: Last week of September
- Proposals Effective:
 - Courses: Spring of the following year
 - Program Requirements: Fall of the following year

FIRST WEEK OF SEPTEMBER

- Distributed to Colleges and Departments:
 - Inactive Course Report
 - Type Two Topic End Date Report
- Formal Certification: First week of October
- Proposals Effective: Fall of the following year

FIRST WEEK OF DECEMBER

- College Deadline: Curriculum Proposals
- Challenge Period: Third week of December and first two weeks of January
- Formal Certification: Second week of January
- Proposals Effective: Fall of the upcoming academic year

SECOND WEEK OF MARCH

- College Deadline: NEW courses that are being simultaneously submitted to the General Education Governing Committee for GE status review.
 - These courses are to be included in the upcoming July Proposed Curriculum.

Type One Topics to be published in the on-line *Schedule of Classes*

The Type One Topic curriculum forms must be submitted to the Curriculum Office at the time the class is built. They can be submitted no later than the third week of the semester.

ATTACHMENT 4.2 Course Classification System

Please note that the class sizes shown on this table are "normative class sizes," and were never intended to serve as either upper or lower enrollment limits. They were supposed to be representative of the typical sizes for course sections assigned a particular classification number (the mode) and taught at a particular level. These numbers were originally developed in the 1970s as the basis for the mode-and-level staffing formula, by which the CSU was to be funded by the State of California. From the outset, the State refused to fund the CSU at more than 92 percent of the amount indicated by the formula. In the budget cuts of the early 1990s, the mode-and-level formula was abandoned entirely by the State and the CSU. This table is included in the Curriculum Handbook because it may still have some value as a rough guideline in determining appropriate enrollment limits, keeping in mind that CSULB, since 1995, has been funded at only 80 percent of the amount indicated by the old formula. The asterisk (*) stands for the facility limits.

To calculate the contact hours statement for the *University Catalog*, multiply the unit value of the course by the Contact Hours Per Unit column.

C#	DESCRIPTION	CONTACT HOURS PER UNIT	NORMATIVE CLASS SIZE			WORKLOAD WEIGHING FACTOR (k)
			LD	UD	GD	
C-1	Large lecture	1	*	*	*	1.0
C-2	Lecture discussion	1	40	40	40	1.0
C-3	Lecture activity	1	30	30	30	1.0
C-4	Discussion	1	25	25	25	1.0
C-5	Seminar	1	20	20	14	1.0
C-6	Clinical process	1	20	10	10	1.0
C-7	Arts and science activity	2	24	24	24	1.3
C-8	Workshops and social science activities	2	30	30	30	1.3
C-9	Music activities - large group	2	40	40	40	1.3
C-10	Music activities - small group	2	10	10	10	1.3
C-11	P.E. and rec activities	2	30	30	30	1.3
C-12	Speech, drama, journalism activities	2	20	20	20	1.3
C-13	Technical activities and lab	2	*	*	*	1.3
C-14	Remedial courses	2	15	15	15	1.3

C#	DESCRIPTION	CONTACT HOURS PER UNIT	NORMATIVE CLASS SIZE			WORKLOAD WEIGHING FACTOR (k)
C-15	Technical activities and lab	3	*	*	*	1.5
C-16	Laboratories	3	*	*	*	2.0
C-17	Clinic off-campus	3	8	8	8	2.0
C-18	Major intercoll. sports	3+	20	20	-	6.0
C-19	Minor intercoll. sports	3+	20	20	20	3.0
C-20	Major performance	3+	20	20	20	3.0
C-21	Music performance	3+	40	40	40	3.0

#	DESCRIPTION	CONTACT HOURS	NORMATIVE CLASS SIZE			WEIGHTED TEACHING UNIT PER EA. STUDENT
			LD	UD	GD	
SUPERVISION						
S-1 (48)	Independent study, studio inst.	¼ hr.	48	48	48	.25 (1/4 unit)
S-2 (36)	Independent study, studio inst.	1 hr.	36	36	36	.33 (1/3 unit)
S-3 (25)	Student teaching	1 ½ hrs.		25	25	.50 (1/2 unit)
S-4 (24)	Work study, thesis	2 hrs.	18	18	18	.67 (2/3 unit)
S-5 (23)	MSW Fieldwork	3 hrs.			12	1.0 (1 unit)

For supervision courses, the workload credit a supervisor receives is totally unrelated to the units value of the course. Faculty workload credit is a function of the classification of the course and the number of students enrolled in the course.

Calculate workload for supervision by multiplying the number of students supervised by the S-factor WTU per student.

Example of Supervision Formula Calculation:

Two different students are enrolled in a section of undergraduate independent study (S-48). The faculty supervisor will receive .25 WTU for each student. The workload-weighting factor is the weighted teaching units per student. Two students, therefore, generate .5 WTU for the faculty member.

Attachment 4.3



California State University, Long Beach

Request for Substitution or Waiver of Prior Published Degree Requirements

To Enrollment Services: Please use the indicated substitution or waiver to process degree audits until the catalog, planner, and course catalog can be appropriately revised.

Major(s):

Catalog Year(s):

Course/Requirement as it appears in the catalog:

Proposed modification or additional option to meet the requirement:

Rationale:

Approvals:

Undergraduate Adviser's or Chair's Approval/Date

Associate Dean's (or Designee's) Approval/Date

Processed by Enrollment Services: Name/Date: _____
Comments: _____

Changes for future catalogs must be forwarded to the Curriculum Office.

ATTACHMENT 4.4

California State University, Long Beach

Policy Statement
80-11

Procedures to Avoid Unnecessary Duplication of Courses and/or Programs

The following Policy Statement, recommended by the Academic Senate at its meeting of May 22, 1980, and approved by the President on September 20, 1980, is as follows:

Introduction

All units of the University should work toward avoiding unnecessary duplication of courses or programs by taking advantage of courses already offered in other academic areas whenever possible. There may be areas of legitimate duplication, or times when one academic area might offer a course that would usually be taught by another academic area; these might include, but not be limited solely to, the following:

1. Courses which, though similar, are sufficiently different in content and specialized focus to constitute different courses.
2. Service courses that cannot be offered by the academic area that would ordinarily offer such courses because of limitations of space or staffing. A decision about such courses requires consultation, as described below.

I. General Policy on Curricular Consultation

Academic areas that anticipate, or at any time become aware, that their curricular proposals have the potential for duplicating, in all or in part, existing curriculum in another academic area shall initiate consultation with the other area prior to advancing proposals to the next level in the curricular approval process. This provision includes any courses that would normally be offered within the other academic area, not only duplication of existing courses.

II. Informal Consultation Procedures

Academic areas whose curricular proposals would require service courses from another academic area or who, prior to the University circulation of curricular proposals, anticipate that a question of curricular duplication might arise, should initiate consultation with the affected academic area as early as possible.

A. Through its school dean, an academic area needing service or anticipating duplication should present its curricular proposal to the school dean of the academic area that would be affected. In the case of service needs, a statement of the projected impact on the service discipline should be included; i.e., anticipated number of majors in the proposed program, enrollment/major projections for the next five years, etc. In the case of potential duplication, a statement of explanation and/or justification should be included.

B. If an academic area can accommodate a requested service or has no objection to the curricular proposal of another area, a statement to that effect should be sent within five working days* from the academic area via its school dean, to the Office of Academic Planning. Notice of accommodation of service course requests should indicate the basis upon which the service can be provided.

* Working Days: Monday-Friday excluding academic holidays.

C. If an academic area cannot accommodate the request for service or if there is objection to the proposed change, a statement in writing indicating the reasons provision(s) of service or the proposal is not desired, should be sent within five working days via its school dean to the Office of Academic Planning. Formal consultation should be initiated at this time. (See III. Formal Consultation Procedures.)

III. Formal Consultation Procedures

Formal consultation engages the participation of other university agencies in matters of curricular disagreement to resolve conflict issues as promptly as possible and to establish record of both the process and its conclusion.

A. Instances requiring formal consultation.

1. Unresolved informal consultation. (See II.)
2. Response to the University Circulation of Curricular Proposals.
 - a. An academic area, via the dean of its school, may direct to the Office of Academic Planning within 15 calendar days* after the University circulation, a written request for clarification or justification of what it perceives to be a potential for duplication in the latter's curricular proposals.
 - b. The Office of Academic Planning will see that a response is directed to the requesting academic area, via its school dean, within 10 calendar days.
 - c. Within 10 calendar days after receipt of written clarification or justification, the requesting academic area will direct to the Office of Academic Planning, via its school dean, a statement that:
 - 1) There is no objection to the curricular proposals. OR
 - 2) There is an objection to the curricular proposals and the basis for the objection.

B. Procedures for Conflict Situations

1. The Office of Academic Planning may assist the dean of the schools, together with the academic areas involved, to arrive at a resolution of the conflict(s) which is mutually agreeable to the deans within 30 calendar days.

2. If a conflict is resolved within 30 calendar days, statement indicating the particulars of the resolution, signed by the school deans involved, shall be filed in the Office of Academic Planning. The statement should record whether or not the academic areas agree with the resolution.
3. If a resolution cannot be reached within 30 calendar days, the Office of Academic Planning shall refer the matter to the Curriculum and Educational Policies (CEP) Council for recommendation. (See IV.)

* Calendar days: Interpret literally. If the deadline falls on a non-working day, it is extended to the first working day following the deadline.

C. Once a year the Office of Academic Planning shall report in writing to the CEP Council all challenges, the subsequent resolution of the challenges, and the rationale for the decisions reached.

IV. Procedures for Curricular Conflicts Referred to CEP Council

When consultation has failed to realize satisfactory solution in curricular controversies within the deadlines identified above, the Office of Academic Planning shall refer the matter to the CEP Council for recommendation.

A. Within 15 calendar days of the notification of referral by the Office of Academic Planning, academic areas involved in the curricular controversy shall present written arguments and substantiating data to the CEP Council. The CEP Council may refer this to a sub-committee for consideration. The burden of proof will rest with the challenger. The CEP Council/subcommittee has the further option to solicit whatever additional data it deems necessary to make a recommendation.*

B. If it is referred to a sub-committee, the sub-committee has 15 working days to consider the material and to make a recommendation(s). The sub-committee recommendation(s) will be sent to all listed in V., Distribution.

C. In those cases where course conflicts arise from program conflicts, the CEP Council recommendations will include a statement, developed in consultation with the academic areas and schools involved, delineating the aspect of the program appropriate to each academic area.

D. The written arguments and substantiating data of the academic areas involved, along with any sub-committee recommendation(s), shall be a First Reading Item on the next agenda of the CEP Council for consideration. Oral arguments may be entertained as well. The recommendation(s) of the CEP Council shall be forwarded to the Academic Senate for approval. Decisions of the Academic Senate shall be recorded in the minutes and shall be forwarded to the Office of Academic Planning.** (See V., Distribution.)

V. Distribution

All correspondence related to the referral of controversies to CEP Council shall be copied to the following:

- A. Office of Academic Planning.
- B. Deans of involved schools.
- C. Chairpersons of involved academic areas.

* (See IV A.) No Member of the faculty from the department or program involved in the appeal shall vote as a member of the CEP Council during such an appeal.

** (See IV D.) Section IV, Item D, it is noted, shall be interpreted to mean that the decisions of the Senate forwarded to the Office of Academic Planning shall be recommendations which shall be approved by the President or the Vice President for Academic Affairs as appropriate. Recommendations concerning the curricular jurisdiction of an academic department or program will be approved by the President, and recommendations concerning the approval of proposed courses will be approved by the Vice President for Academic Affairs. This procedure is consistent with current University policy.

Effective: Fall 1980

ATTACHMENT 4.5

Standard Course Outline Sample

(Used for new and reactivated courses and major changes to existing courses)

1. Course prefix, number, title (units)
2. Course Description
Description of the course as it will appear in the Catalog cannot exceed 40 words. Prerequisites, fieldwork hours, service learning, clinic experience, lab or material fees, "consent of instructor," designation of the course as "Credit/No Credit" or "Letter grade only (A-F), or other requirements that do not describe the content of the course are not included in the 40 word limit.
3. Student Learning Outcomes
What students should know and be able to do upon completion of the course.
4. Outline of Subject Matter
Course subject matter should be directly aligned with Student Learning Outcomes. The number of the corresponding SLO should appear in parentheses after relevant content.
5. Recommended Texts (including instructor course packet as applicable)
6. Assessments and Grading System
 - 6.1 The Standard Course Outline should contain a description of key assessments that measure student performance on course SLOs. The number of the corresponding SLO should appear in parentheses after relevant assessments. The description of these assessments should be sufficient to allow course instructors to incorporate them in course syllabi. Course instructors may have additional assessments that are explicitly linked to SLOs. The following matrix is an example of how to display course assessments linked to SLOs:

Assessment in Course XXX:

Assignment Description	Linked to SLO	% of Course Grade
Assignment # 1 (brief descriptive title and/or description)	SLO #3	xx%
Assignment # 2 (brief descriptive title and/or description)	SLO # 2	xx%
Assignment # 3 (brief descriptive title and/or description)	SLO #1	xx%
Assignment # 4 (brief descriptive title and/or description)	SLO # 4	xx%
Assignment # 5 (brief descriptive title and/or description)	SLO #5	xx%

6.2 Grading policies and procedures and the percentage of the course grade associated with each assessment must be explicit on each instructor's syllabus. Instructors must develop scoring guidelines for assessments, which must be made available to students.

6.3 The final course grade will be based on a descriptive scale such as the following:

90-100%	=	A	mastery of the relevant course standards.
80-89%	=	B	above average proficiency of the relevant course standards.
70-79%	=	C	satisfactory proficiency of the relevant course standards.
60-69%	=	D	partial proficiency of the relevant course standards.
Below 60%	=	F	little or no proficiency of the relevant course standards.

6.4 In compliance with university policy, final grades will be based on at least three, and preferably four or more, demonstrations of competence. In no case will the final examination grade count for more than one-third of the course grade.

7. Policies for Attendance, Withdrawal, Late Assignments

The instructor's syllabus must contain explicit statements of attendance, withdrawal and late assignment policies, which must be consistent with University policies. Instructors should refer to the current California State University, Long Beach Catalog of Graduate and Undergraduate Studies and to the Academic Senate website for campus guidelines and policy statements as they develop their individual course policies.

8. Special Needs Statement

Required statement in standard course outline and each syllabus:

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should seek the assistance of the Director of Disabled Student Services on campus.

9. Selected Bibliography (1-2 pages; must be in APA format)

10. In keeping with the CSU Assistive Technology Initiative (Fall 2007), instructors are required to make their course syllabi and materials accessible to all students, including print and e-versions.

ATTACHMENT 4.6

California State University, Long Beach

Policy Statement
04-05

July 28, 2004

COURSE SYLLABI

(Supersedes, in part, PS 80-08)

This policy statement was recommended by the Academic Senate on March 18, 2004 and approved by the President on June 14, 2004.

It is essential that all students have access to the basic information about the courses in which they are enrolled. Therefore, in every course, the instructor(s) must provide the students with a syllabus in at least 10-point type font. This syllabus must include, but is not limited to, the information shown in (a) through (i) below.

The syllabus must either be provided in paper copy or be made available in electronic form. If the syllabus is only distributed electronically, the instructor must provide detailed instructions on how to access the syllabus. Unless circumstances dictate otherwise, the syllabus must be provided on or before the time of the second class meeting.

In the case of distance-learning classes that do not meet in person in the same physical setting, the enrolled students shall be provided with the electronic address, access instructions, and required information specified in the previous paragraph via either mail or e-mail.

Information that must be included in the course syllabus:

- (a) instructor's name, office number, office telephone number and/or e-mail address, and office hours;
- (b) class term, meeting times, and location;
- (c) course goals and/or objectives and/or expected student learning outcomes;
- (d) required text(s) and/or materials and information on any course fee;
- (e) types and sequence of assignments and basis for assigning course grade;
- (f) how the instructor will interpret the University withdrawal policy in this class;
- (g) a statement of, or reference to where students may find attendance policies and provision for makeup of assignments when there is an excused absence;
- (h) a reminder that it is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability;

(i) other information essential to the course, for example safety information, information about accessing online resources, information about assignments that must be accomplished at off-campus locations (e. g. field trips, service learning).

Instructors should also refer students to the "General Regulations and Procedures" in the Catalog. They are encouraged to discuss their interpretation of these General Regulations and Procedures, especially with regard to cheating and plagiarism.

Any course that uses hybrid, local online, or distance education course delivery shall explain the following issues in the course syllabus:

- (1) how the instructor will communicate with the students and how the students will communicate with each other;
- (2) how online participation will be assessed and graded;
- (3) how the instructor will monitor the online activities of the students;
- (4) how the standards of appropriate online behavior will be maintained;
- (5) the level of technical competence required of the students;
- (6) what the minimum computer hardware and software requirements are for the class, and what department, college, or University facilities are available to support these requirements for students who cannot afford to buy the technology;
- (7) the alternative procedures for submitting work in the event of technical breakdowns;
- (8) the on-campus meeting requirements, if any;
- (9) how academic honesty will be enforced.

If some of the information is subject to change, that fact should be noted in the syllabus (examples: due dates, exam dates).

Faculty members must submit copies of the syllabus for each course to the department office. Departments and programs will keep a copy of each syllabus for at least five years. The department will submit copies of all course syllabi to the University Library in a format specified by the Library by the census date of the term.

A model syllabus has been prepared by the Faculty Center for Professional Development and is available on the Center's website:
<http://www.csulb.edu/centers/fcpd/>

EFFECTIVE: Fall 2004

Attachment 4.7

California State University, Long Beach

Subject: Bursar's Office/Fees Policy-Process	
Department: Financial Management (Bursar's Office)	Reference No.:
Division: Administration & Finance	Issue Date: January 2005
References: Executive Orders 740 & 919	Revision Date: N/A
	Expiration Date: N/A

Policy/Process

The CSU Board of Trustees established a Student Fee Policy (Executive Order No. 740) that defines 4 fee categories and "establishes authority, responsibility, and accountability with regard to CSU student fees." Responsibilities outlined in the policy include the establishment of a student fee advisory committee with a student majority for appropriate and meaningful consultation on the establishment, modification, or deletion of fees.

The following chart details each category of fee, description, examples, required approvals, and required forms with a link to the forms on the DAF website.

Fee Category	Description	Examples of Fees	Approvals	Forms
Category I. Fees paid to apply to, enroll in or attend the University	1a. System wide Fees	Only includes State University Fee and Application Fee	Only the Board of Trustees may establish or adjust	N/A - The Campus has no authority to add or modify the system wide fees.
Category I. Fees paid to apply to, enroll in or attend the University (non system-wide fees)	1b. Campus Mandatory Fees	Only includes registration Fees (USU, ASI, IRA, Health, ID Card, Facility).	Only the Chancellor may approve new fees, the President may adjust fees with the recommendation of the Student Fee Advisory Committee (SFAC) and a student fee referendum (some exceptions allowed).	1. Establish a New Category I Fee (requires completion of Supplemental information Sheet for New Category I Fee also) 2. Increase an Existing Category I Fee 3. Decrease an Existing Category I Fee 4. Abolish an Existing Category I Fee 5. Course Fee Suspension Form
Category II. Fees to pay the full cost of instruction required by statute	System-wide Fees	Only includes Nonresident Tuition	Only the Board of Trustees may establish or adjust	N/A - The Campus has no authority to add or modify the system-wide fees.

<p>Category III. Fees other than category 1 to receive materials, services or for the use of facilities or to enroll in a self-support instructional program</p>	<p>Course fees and user fees</p>	<p>Science lab fees, field trip fees, Parking, Housing, SOAR, Etc.</p>	<p>Only the Chancellor may approve new fees, the President may adjust fees with the recommendation of the SFAC.</p>	<p>1. Establish a New Category III Fee (requires completion of Supplemental Information Sheet for New Category III Fee also) 2. Increase an Existing Category III Fee "Beyond and Approved Range." 3. Increase an Existing Category II Fee "Within Approved Range." 4. Decrease an Existing Category III Fee 5. Course Fee Suspension Form</p>
<p>Category IV. Fees or deposits to reimburse the University for costs resulting from dishonored payments, late submissions or misuse of property or as a security or guarantee</p>	<p>Penalty Fees</p>	<p>Late registration fee, late payment fee, missed deadline fees, chemistry breakage, lost keys, etc.</p>	<p>Only the Chancellor may approve new fees, the President may adjust fees with the recommendation of the SFAC.</p>	<p>1. Establish a New Category IV Fee 2. Increase an existing Category IV Fee 3. Decrease an Existing Category IV Fee 4. Abolish an Existing Category IV Fee</p>

Required Steps - Establish/Increase/Decrease/Suspend/Abolish Fees

1. **Department** - The department selects the appropriate form per the above chart. See link to forms in chart. The department fills out the forms and provides the required signatures as per the direction attached to the form. The completed forms are then submitted to the Bursar's Office.
2. **Bursar's Office** - The Bursar's Office reviews all forms to determine if the request is in accordance with the applicable policies, rules and regulations of the campus and EO-740 and EO-919. The Bursar's Office then forwards the fee request to the Vice President of Administration & Finance or designee. If it is not in compliance, it is returned to the originator.

3. **Vice President of Administration & Finance** - The VP of Admin and Finance or designee reviews the Bursar's Office recommendation to establish, modify or delete a fee and renders a decision to approve or deny the request. In the case of denial, a rationale is provided. The approved fee is then forwarded to the Student Fee Advisory Committee for advisory review.
4. **Student Fee Advisory Fee Committee** - The Student Fee Advisory Committee (SFAC) reviews all fee requests and makes its recommendations to the President's Office in the case of new fees or fees increased above the approved range.
5. **University President** - The President takes the recommendations of the SFAC and makes the final decision on all increases. For new fees, the President forwards the campus recommendation to the Chancellor's Office for final approval of the fee. For decreases, suspensions, or abolishment of fees, the President is informed but no approval is necessary.
6. **Chancellor's Office** - The Chancellor's Office must approve all new fees. If approved, an Executive Order is issued. If denied, a letter of explanation is sent to the campus.

Setup of New Fees upon Approval

1. **Division Finance Officer or Administrative Services Manager** - The DFO or ASM submits a request for new account chartfields. The first step to establishing or modifying financial chartfields is to complete a Chartfield Request Form. The information you complete on this form will add/modify/inactivate or reactivate a chartfield value. Instructions on how to complete this form are located to the right of the form. Any questions regarding this form should be directed to Financial Management, Ext. 5-8545.
2. **Bursar's Office** - An Item Type Request Form is completed by the Bursar's Office when the Chartfield Request form is approved. The Bursar's Office then sets up or modifies an Item Type in the Student Financial System.
3. **Controller's Office** - The Controller's Office provides final approval of all chartfields in the Finance System and sets up necessary general ledger accounts to track the revenue and expenses related to all fees. Notification of approval and set-up is then sent to the DFO or ASM by the Controller's Office.

Announcement of Fee Changes

1. **Departments** - The colleges or departments are responsible for the necessary updates to the Schedule of Classes and other communication to all students and appropriate departments.

Reporting/Annual Review

1. **Division Finance Officer/Administrative Services Manager** - Each DFO/ASM is responsible to ensure all expenditures charged against the fee revenue are directly related to the purpose for which the fee was authorized. Additionally, the DFO/ASM responds to request for the annual review of existing fees as required by EO-740.

2. **Controller's Office** - The Controller's Office performs an annual review of trust accounts so that all necessary compliance and initial year-end reviews are made prior to the actual year-end closing.
3. **Bursar's Office** - The Bursar's Office prepares the student fee reports as requested by the Student Fee Advisory Committee as well as the Chancellor's Office on an annual basis. The Bursar's Office performs an annual review of fees including the review of all changes, new fees, etc. The purpose for this review is to ensure any carryover balance are within the required range or are returned to the students.

ATTACHMENT 4.8

California State University, Long Beach

Policy Statement

03-11

June 19, 2003

Academic Technology and the Mode of Instruction

This new policy was recommended by the Academic Senate on May 1, 2003 and approved by the President on June 17, 2003.

Preamble

Academic technology provides a variety of communication modes that do not depend on face-to-face contact. These modes of communication differ qualitatively from earlier attempts at distance communication because academic technology enables meaningful and timely interaction between faculty and students. Used properly, these new communication modes may allow the University to achieve its mission more fully by allowing exploration of effective instruction and by addressing such factors as large densely populated urban service areas, dispersed student population, expected enrollment growth, and limited space on campus. Used improperly, technology-based communication may dilute the quality of instruction. The purpose of this policy is to protect the quality and climate of the educational environment as we move to incorporate academic technology into the mainstream of instruction at California State University, Long Beach. This document sets forth some foundational structures needed to facilitate such a substantial change in pedagogy. It shall apply to all credit-bearing courses and programs offered by California State University, Long Beach. This policy does not favor any one mode of communication for use in teaching and learning.

In recognition of the rapid pace of technological development and the significant nature of the changes proposed in this document, the Academic Senate shall review this policy regularly at three year intervals as long as such review is needed.

Definition of Terms

1. Academic Technology refers to the subset of telecommunication, multi-media, and information technology that is dedicated to supporting teaching and learning.
2. A Course refers to an approved unit of curriculum that appears in the catalog. A Class or Course Offering is an instance of a course that appears in the schedule of classes.
3. Supplemental Tool refers to the use of a special medium such as Academic Technology to disseminate course materials or to conduct class activities in or out of the classroom. While use of supplemental tools may have a significant impact on the learning experience, they usually do not change the scheduling of classes.

4. The Instructional Mode of a class refers to the structural aspects of a course that have a major influence on the scheduling of classes. Established rubrics for instructional mode include the seminar, discussion class, activity class, laboratory, lecture/discussion, field supervision, and studio. This policy introduces four additional rubrics for instructional mode: traditional, hybrid, local online, or distance education.

5. A Traditional Class is a course offering that depends on face-to-face contact such as lecture, discussion, demonstration, and direct exchange of materials as the primary method of communication. It is usually scheduled in a classroom, laboratory, or studio. Such an offering may or may not use technology as a supplemental tool. When a course is offered in a traditional format, the class-scheduling pattern for a traditional class is considered to be the standard scheduling format for the course.

6. A Hybrid Class is a course offering that depends on both academic technology and face-to-face contact as significant components of communication between student and instructor and among students. One-third to two-thirds of the student/faculty and student/student contact time uses academic technology to structure remote activities. The remaining communication is face-to-face, similar to a traditional class.

7. A Local Online Class (LOC) is a course offering in which the majority of the instruction occurs when the student and instructor are not in the same place. A Local Online Course uses Academic Technology to mediate most teaching and learning, but it may require up to two hours of face-to-face meetings per unit on the California State University, Long Beach campus within the given semester. These face-to-face class meetings may be used for activities such as orientation, special in-class presentations, exams, or other in-class proofs of competency.

8. A Distance Education Class is a course offering in which communication between faculty and student occurs primarily via academic technology, but it may also include off-site meetings. Distance Education courses have no class meetings on the California State University, Long Beach campus. These course offerings may vary significantly by Program.

Note: Descriptions of each of the above designations shall be included in all University publications that describe course content and class scheduling.

General Principles

1. Traditional, hybrid, and local online or distance education course offerings are all recognized as legitimate instructional modes offered by California State University, Long Beach.

2. The faculty of departments and colleges shall govern all decisions related to the instructional mode of courses.

3. The instructional mode has a significant impact on the learning experience in a class. Thus, departments and colleges shall consider this impact explicitly as part of their curriculum approval and review processes.

4. The same course may be approved for more than one mode of instruction. If a course is offered in multiple sections, then different sections may have different modes of instruction. All instructional modes approved for a given course shall meet equivalency criteria established by the department and shall be subject to review by the college.

5. In scheduling multiple section courses, the department and college shall determine the number of classes offered in each approved instructional mode.

6. When a class has been advertised in the schedule of classes as using a particular mode of instruction, the university will undertake all reasonable efforts to offer that class in that mode. However, departments may make adjustments to the advertised mode of instruction to accommodate the late assignment of instructional faculty, changes in the availability of facilities and resources, or other necessities that arise after a schedule has been published.

7. To preserve academic quality, the class size must be appropriate for the student learning activities associated with the course. The presumption is that courses offered by hybrid, local online, or distance education should have class size limits that do not exceed those of traditional sections of the same course. Exceptions to this principle may be approved on a case-by-case basis using the curriculum approval processes of the department and college.

8. All online materials created for use in instruction at California State University, Long Beach shall be accessible to all instructors, assistants, and students affiliated with the class regardless of ability or disability. Such materials must be in compliance with the Americans with Disabilities Act and all California State University, Long Beach policies on Internet Accessibility.

9. The mode of instruction of a given course shall not restrict the communication between instructors and students or between students and students in the same class. In particular, all classes that provide less face-to-face contact than a traditional class of the same course shall provide the opportunity for substantial, personal, and timely interactions between faculty and students and among students.

10. The University shall publish the mode of instruction and technological requirements of each course prior to the offering of the course. Whenever possible, this information will appear in the Schedule of Classes and in all online updates to the Schedule.

11. The campus will adhere to standards for academic technology uses in traditional, hybrid, and local online or distance education courses provided by accreditation bodies and the CSU System.

Curriculum and Instruction/Evaluation

1. The mode or modes of instruction for a new course or program shall become part of each new curriculum proposal. The instructional mode shall be approved under the normal curricular approval process and subject to the principles set forth in this policy.

2. All courses that use hybrid and local online or distance education course delivery shall discuss the following issues in the course syllabus/outline:

- How will professors communicate with students and how will students communicate with each other?
- How is online participation assessed and graded?
- How will the instructor monitor the online activities of students?
- How will standards of appropriate online behavior be maintained?
- What level of technical competence is required of students?
- What are the minimum computer hardware and software requirements for the class, and what department, college, or University facilities are available to support these requirements for students who cannot afford to buy the technology?
- What are the alternative procedures for submitting work in the event of technical breakdowns?
- What are the on-campus meeting requirements, if any?
- How is academic honesty enforced?

3. A new course may be approved for one mode of instruction and not approved for other modes of instruction.

4. For existing courses, approval for using a new instructional mode shall be reviewed using the normal curriculum processes of the department and college and shall be subject to the principles set forth in this policy.

5. An existing course may be experimentally offered for a maximum of two semesters using a new instructional mode with the approval of the department chair or the department curriculum committee. The department and college curriculum processes shall be used to approve subsequent offerings of the same course in the new format.

6. If a previously certified General Education (GE) course is offered using a new instructional mode, then the course remains GE certified subject to department and college approval and provided that the course meets the essential provisions of the standard course outline that was approved for GE.

7. GE Certification and re-certification should examine and evaluate the effectiveness of instruction in all modes used for a given course.

8. In the event of a dispute regarding the instructional mode of a course, the department chair or designee, the college dean or designee, and the college curriculum committee shall conduct a review of the course and instructional mode in question. In the event a deficiency is uncovered in this process, the course may be sent back to the department for revision. Approval to offer the course in the given instructional mode shall be removed until the deficiencies are addressed and approved by the college curriculum committee.

9. At the program level, periodic program reviews shall evaluate the effectiveness of instruction for all instructional modes in use. Care should be taken to abide by the standards established by the appropriate accrediting agencies and by the CSU System.

Faculty Rights Relative to Course Instructional Mode

1. Each instructor is free to choose any approved mode of instruction for a course to carry out a course assignment. However, the instructor's request to offer a course in a particular mode may be denied if it is made after the Schedule of Classes has been established.
2. Faculty shall have full control of the content of their technologically created course materials at the time of production, at any time during their use, and thereafter.
3. No institution or person shall sell, retransmit, modify, or otherwise reuse course-related materials produced by a member of the faculty for any purpose without the written consent of the faculty member.
4. The university shall offer the necessary training and support services for faculty teaching with Academic Technology.

Student Rights Relative to Course Instructional Mode

1. Student access to the faculty shall not be reduced by the instructional mode of a class.
2. The University shall make every effort to inform students of the mode of instruction and technological requirements of a course offering before the student enrolls in the class.
3. Matriculated students enrolled in non-traditional classes shall have access to on-site academic advising services at California State University, Long Beach.
4. All students have equal access to the library and other on-site learning resources offered at California State University, Long Beach.
5. Students in non-traditional classes shall have reasonable support services. These include:
 - Phone-based and online technology help to handle student questions and to refer students to appropriate available services for hybrid and local online or distance education courses;
 - Online and phone-based access to university administrative services;
 - Online dissemination of information describing the resources available for obtaining the technical competence needed to succeed in a specific course offering;
 - Online access to the library research databases and other research related resources.
6. The University shall provide adequate technical support for academic technology.

Support for Academic Technology: Facilities and Resources

1. Consistent with the mission of California State University, Long Beach, funding for all instructional modes for courses shall be provided as needed and shall be subject to the decisions of the Division of Academic Affairs.
2. Faculty members who use University-supported resources shall not be held responsible for the technical support of these resources.
3. Faculty choosing to use non-University-supported resources, such as third-party servers and non-University-supported software, shall state in their syllabi that the University will not provide technical support for those resources and that the University does not endorse any products which may be advertised through those resources. These faculty members are responsible for compliance with all principles of this policy, including, without limitation, technical support for students and adherence to the Americans for Disabilities Act and all California State University policies on Internet access.

Academic Integrity

1. The academic integrity of a course is ultimately the responsibility of the faculty member. Consistent with University Policy Statement 85-19, Cheating and Plagiarism, reasonable safeguards shall be in place to ensure academic honesty regardless of the instructional mode.
2. The University shall maintain a variety of assessment tools designed to support faculty efforts to enforce academic integrity in hybrid and in local online or distance education classes.
3. The University shall provide information for faculty involved in Academic Technology that describes the variety of assessment tools available for student work in non-traditional classes, the relative level of security of these assessment tools, and any existing methods for limiting cheating and other forms of academic dishonesty when using these tools.

EFFECTIVE: Fall 2003