

CSUN

**DIVISION OF
ACADEMIC AFFAIRS**

CURRICULUM MANAGEMENT & DEVELOPMENT

Presented by:

Elizabeth Adams, AVP Undergraduate Studies

Julie Hunter, Catalog Editor

Jonathan Charres, Articulation Officer

March 2, 2022

AGENDA

- Introductions
- Modes of Instruction Update
- Curriculum Review Workflow and Timeline
- Course creation at CSUN: The form and process
- Curriculum in the US: A riveting history
- Other curriculum types, articulation, and beyond CSUN: The Chancellor's Office
- Common pitfalls and resources
- Questions and potential answers

INTRODUCTIONS

Who's here and how much do you love curriculum development?

The history of the credit hour?

MODES OF INSTRUCTION

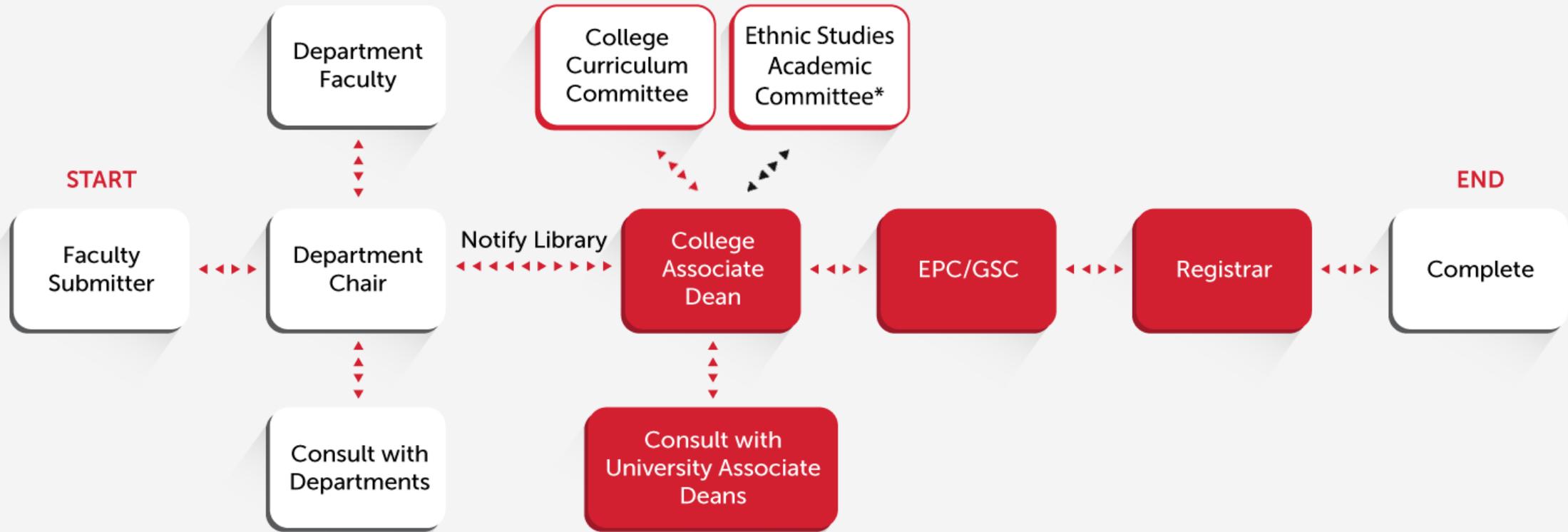
What is emerging is not Yeats' rough beast, but we're still not sure what form(s) instruction will take: OL, Hybrid, HyFlex, In-Person

The good news is that those decisions are up to the faculty and departments (though once made, they need to stay)

WORKFLOW AND TIMELINE

CURRICULUM REVIEW WORKFLOW

 Web Form  Assigned User Role



*If proposed for the ES requirement.

STEPS

DEPARTMENTS DEVELOP &
APPROVE PROPOSALS

COLLEGE CURRICULUM
COMMITTEE APPROVES

ASSOCIATE DEAN REVIEWS &
SUBMITS FOR EPC/GSC REVIEW

ASSOCIATE DEANS & EPC/GSC
CHAIRS DISCUSS PROPOSALS

EPC/GSC REVIEW & APPROVE
PROPOSALS

SYSTEMS UPDATED

PUBLISHED IN 23-24 CATALOG

EXAMPLE TIMELINE

FALL 2021/SPRING 2022

SPRING 2022

MAY 2022

JUNE 2022

FALL 2022

FALL 2022/SPRING 2023

JUNE 2023

PROPOSAL FORM

FORM FIELDS

- One Online Form
- Six Proposal Types
 - New Course
 - Course Modification
 - Delete Course
 - New Program
 - Program Modification
 - Delete Program
- Effective Term/Year

Curriculum Proposal

Refer to the [User Guides](#) for instructions. If you experience any issues accessing this form and/or attachments, please contact curriculum@csun.edu or (818) 677-2969 for assistance.

For security reasons, this form will timeout after 20 minutes of inactivity. Submit or save the form within this time period.

* Indicates a required field.

Proposal Status	Proposal Date	Last Save Date
NEW PROPOSAL	01/14/2021	
College *	Department/Program *	
Effective Term	Effective Year	
Name of Submitter *	Email Address *	Ext.
Proposal Type *		
NEW COURSE		
COURSE MODIFICATION		
DELETE COURSE		
NEW PROGRAM		
PROGRAM MODIFICATION		
DELETE PROGRAM		

NEW COURSE PROPOSAL

- All fields need to be filled in
- All attachments need to be attached
 - Sample Syllabus (see [Syllabus Policy](#))
 - Selected Bibliography
 - Alignment Matrix & Objectives Chart or narrative

Syllabus Policy

To better inform students about the requirements, content, and methodology of the university's curricula, all faculty teaching classes will distribute a written syllabus to each student in the class and/or post it online no later than the first class meeting.

The written syllabus must be readily printable as a single document, and must contain the following information:

1. Course description.
2. Course objective(s) or student learning outcomes.
3. A brief list or summary of topics or projects covered.
4. Course requirements, including methods of evaluation and tentative due dates for major assignments and/or exams.
5. Grading criteria including whether the plus/minus system will be used.
6. Contact information, including:
 - a. Instructor's name.
 - b. Office hours and location.
 - c. CSUN email address.
 - d. Campus phone number if applicable.
7. If the syllabus is revised after the first class meeting, date(s) of revision(s).

For a General Education course, the syllabus must list the relevant [Student Learning Outcomes](#) of the General Education section in which it resides.

For a Writing Intensive course—that is, an upper-division General Education course—the syllabus must list the [Writing Intensive Student Learning Outcomes](#).

If the course satisfies the Information Competence requirement, the syllabus must list the [Student Learning Outcomes for Information Competence](#).

If the course satisfies the Ethnic Studies requirement, the syllabus must list the [Student Learning Outcomes for the Ethnic Studies requirement](#).

[Graduate Policies and Procedures](#) [Undergraduate Policies and Procedures](#) [courses](#) [graduate](#) [undergrad](#)

BIBLIOGRAPHY

- Aragón-Vargas, L. F., & Melissa Gross, M. (1997). Kinesiological factors in vertical jump performance: Differences among individuals. *Journal of Applied Biomechanics*, 13(1), 24–44.
<https://doi.org/10.1123/jab.13.1.24>
- Cappellini, G., Ivanenko, Y. P., Poppele, R. E., & Lacquaniti, F. (2006). Motor patterns in human walking and running. *Journal of Neurophysiology*, 95(6), 3426–3437.
<https://doi.org/10.1152/jn.00081.2006>
- Chapman, A. E. (1984). *Biomechanical Analysis of Fundamental Human Movements*. Champaign, IL: Human Kinetics.
- Holliday, W., Theo, R., Fisher, J., & Swart, J. (2019). Cycling: joint kinematics and muscle activity during differing intensities. *Sports Biomechanics*, 00(00), 1–15.
<https://doi.org/10.1080/14763141.2019.1640279>
- Horak, F. B., & Nashner, L. M. (1986). Central programming of postural movements: Adaptation to altered support-surface configurations. *Journal of Neurophysiology*, 55(6), 1369–1381.
<https://doi.org/10.1152/jn.1986.55.6.1369>

COURSE ALIGNMENT MATRIX

Directions: Assess the how well (course) contributes to the program's student learning outcomes by rating each course objective for that course with an I, P or D.

- I-introduced (basic level of proficiency is expected)
- P-practiced (proficient/intermediate level of proficiency is expected)
- D-demonstrated (highest level/most advanced level of proficiency is expected)

Course Objectives	Student Learning Outcome 1	Student Learning Outcome 2	Student Learning Outcome 3	Student Learning Outcome 4	Student Learning Outcome 5	Student Learning Outcome 6	Student Learning Outcome 7	Student Learning Outcome 8	Student Learning Outcome 9	Student Learning Outcome 10	Student Learning Outcome 11	Student Learning Outcome 12
1												
2												
3												
4												
5												
6												
7												
8												

COURSE OBJECTIVES CHART

Course Objectives	Assessments of Student Performance
1	
2	
3	
4	
5	
6	
7	
8	

COURSE TYPE

- Course Type (if applicable)
 - General Education
 - Lecture/Lab Combo (more detail on this later)
 - Community Service Learning
 - New Experimental Topic
 - Ethnic Studies

Course Information

Course Type (if applicable)

Select all that apply.

- General Education Lecture/Lab Combo Community Service Learning (CS) New Experimental Topic
 Ethnic Studies Graduation Requirement

SOME COURSE TYPES HAVE ADDITIONAL FIELDS

General Education

General Education Section

Select all that apply.

- | | |
|---|---|
| <input type="checkbox"/> A1 Oral Communication | <input type="checkbox"/> C1 Arts |
| <input type="checkbox"/> A2 Written Communication | <input type="checkbox"/> C2 Humanities |
| <input type="checkbox"/> A3 Critical Thinking | <input type="checkbox"/> C3 American History, Institutions and Ideals |
| <input type="checkbox"/> B1 Physical Science | <input type="checkbox"/> D1 Social Sciences |
| <input type="checkbox"/> B2 Life Science | <input type="checkbox"/> D3/D4 Constitution of the United States/State and Local Government |
| <input type="checkbox"/> B3 Science Laboratory Activity | <input type="checkbox"/> D4 California State and Local Government |
| <input type="checkbox"/> B4 Mathematics/Quantitative Reasoning | <input type="checkbox"/> E Lifelong Learning |
| <input type="checkbox"/> B5 Scientific Inquiry and Quantitative Reasoning | <input type="checkbox"/> F Comparative Cultural Studies |

Information Competence

- Meets GE Information Competence (IC) Requirement**

Note: All Upper Division General Education courses are Writing Intensive (WI) and must meet all WI Student Learning Outcomes.

NEW COURSE FIELDS

- Does the new course replace an experimental course? Yes or No
 - If yes, answer the additional questions
- Subject Abbreviation/Course Number
 - Select an unused course number from SOLAR
 - Numbers cannot be reused
 - In some cases an old course may be reactivated

Experimental Course Information

Does this new course proposal replace a current experimental course? *

Yes No

Replaces Subject Abbreviation

Replaces Course Number/Suffix

Number of Times Previously Offered

Subject Abbreviation and Course Number

Subject Abbreviation (e.g., ENGL) *

Course Number (e.g., 115) *

Course Catalog

Enter any information you have and click Search. Leave fields blank for a list of all values.

Find an Existing Value

Search Criteria

Academic Institution

Subject Area

Catalog Nbr

Campus

Course ID

Description

Include History Case Sensitive

Search Results

View All First 1-100 of 219 Last

Academic Institution	Subject Area	Catalog Nbr	Campus	Course ID	Description
NRCMP	ACCT	122B	(blank)	027027	PRIN ACCOUNTING II
NRCMP	ACCT	200	(blank)	019555	FNDTNS ACCT INFO
NRCMP	ACCT	200A	(blank)	027028	PRIN ACCOUNTING I
NRCMP	ACCT	200B	(blank)	032577	PRIN ACCOUNTNG II
NRCMP	ACCT	200BH	(blank)	021422	FOUND ACCT INFO
NRCMP	ACCT	200	(blank)	022780	INTRO FIN ACCTG

COURSE LEVEL

- Undergraduate Only (100-400 level)
- Graduate Only (500-700 level)
- Undergraduate/Graduate (400 level)
 - Some 400-level courses are available for graduate credit
 - Considered at both EPC and GSC
 - State “Available for graduate credit” in the course description
 - Syllabus must reflect the standards for graduate students and how they differ from those for undergraduates

Course Level

Select the course level.

- **001-399** Undergraduate Only
- **400-499** Course available for undergraduate credit: Undergraduate Only
- **400-499** Course available for undergraduate and graduate credit: Undergraduate/Graduate
- **500-799** Graduate Only

See [Course Numbering System](#) for more information.

Course Level *

See also: [Course Numbering System](#)

Course Numbering System



- **001-099:** Courses that carry no credit toward a degree or credential. Generally remedial or subcollegiate-level in content.
- **100-199:** Lower division, introductory courses that constitute the beginning of college work in a major or in General Education and which require no previous college experience. Open to upper division students.
- **200-299:** Lower division courses of freshman and sophomore level. Open to upper division students. Constitute intermediate step between beginning and advanced work in a given field; General Education courses that require previous college experience; courses that develop advanced skills; courses with specific prerequisites.
- **300-399:** Upper division courses, normally taken by junior and senior students, which do not give credit toward a master's degree. Sophomore students may enroll in 300-level courses, but freshmen may not without special permission. Advanced courses constructed upon lower division work; traditional survey courses whose breadth tends to preclude depth; upper division prerequisites to specialized work in a major; General Education courses for upper division students; core courses in professional education; the highest number for courses primarily concerned with development of skills.
- **400-499:** Upper division courses that may, with approval, give credit toward a master's degree if taken as a postgraduate. Limited to more advanced courses, normally taken by senior and graduate students, which have content that requires a high degree of intellectual maturity on the part of the student. Should also meet one or more of the following specific criteria: (a) have specific prerequisites at the 100-200-level; (b) be supported by a substantial body of 100-300-level offerings from which a student could normally be expected to gain adequate background for the 400-level course; (c) be restricted in scope, aiming at depth rather than breadth.
- **500-599:** Courses intended primarily for graduate students that may be taken by advanced undergraduate students for baccalaureate credit. Content requires significant independent thinking on the part of the student and offers opportunity for research. Should also meet one or more of the following criteria: (a) have specific prerequisites at the 400-level; (b) be supported by a substantial body of 300-400-level offerings from which a student could normally be expected to gain adequate background for the 500-level course; (c) be especially designed for a graduate curriculum (e.g., an introductory course to current topics in the field).
- **600-699:** Courses limited to graduate students. Intended mainly for masters and credential programs; may be taken as part of a doctoral degree with approval.
- **700-799:** Courses limited to graduate students. Intended mainly for doctoral programs; may be taken as part of a master's degree with appropriate approval.
- **800-899:** Courses specifically designed for professional groups seeking vocational improvement or career advancement. Credit for these courses does not apply toward degrees or credentials at this University.

NEW COURSE FIELDS

- Course Title
- Short Title (20 Characters)
 - Shows on Transcript & Class Search
- Unit Value
- Repeatability
 - Justify if more than once
- Classification (more detail on this later)
 - See [Course Classification Guide](#)

Course Title

Course Title *

Course Short Title (up to 20 characters)

Unit Value

Course Unit Value *

Number of Times a Course May Be Taken

Number of Times Course May Be Taken for Credit

Maximum Number of Course Units Allowed

Classification

Refer to the [Course Classification Guide](#) for details. Consult department chair with questions.

Course C-Classification

NEW COURSE FIELDS

- Basis of Grading
 - Letter Grade
 - Credit/No Credit Only
 - Letter Grade or Credit/No Credit
- Cross-Listed Courses (if applicable)
 - Same course offered by different departments
 - Separate proposals from each department
- Requisites
- Course Description
- Course Use

Basis of Grading

Course Basis of Grading

Cross-Listed Courses (if applicable)

Add

Requisites & Course Description

Prerequisite(s)

Corequisite(s)

Recommended Preparatory

Include prerequisites as part of the course description. If applicable, include a statement about course repeatability, credit/no credit grading, contact hours for classification C7 and above, General Education section, 400-level courses available for graduate credit, or cross-listed courses. See [Sample Course Descriptions](#) for examples.

Course Description

Course Use

Select all that apply.

- Own Program Major Minor Masters Doctoral Credential Graduate Certificate
- Requirement or elective in another program

LECTURE/LAB COMBO COURSE TYPE

- Linked courses students must take concurrently
- Corequisites
- Often a lecture combined with a lab or activity
- Typically have one shared course description
- Check “Lecture/Lab Combo” under Course Type to access the Activity/Lab form fields
- Example Catalog Entry:

Course: FCS 150/L. Apparel Construction I and Lab (2/1)



[Home](#) / [College of Health and Human Development](#) / [Family and Consumer Sciences](#) / [Courses](#) / FCS 150/L

Corequisite: FCS 150L. Fundamental principles and terminology of clothing construction, with emphasis on the interrelationship of fiber, fabric, construction techniques, fit and care. 2 hours lecture, one 3-hour lab.

Course Title

Course Title *

Course Short Title (up to 20 characters)

Activity/Lab Title *

Activity/Lab Short Title (up to 20 characters)

Unit Value

Course Unit Value *

Activity/Lab Unit Value *

Number of Times a Course May Be Taken

Number of Times Course May Be Taken for Credit

Maximum Number of Course Units Allowed

Number of Times Activity/Lab May Be Taken for Credit

Maximum Number of Activity/Lab Units Allowed

Classification

Refer to the [Course Classification Guide](#) for details. Consult department chair with questions.

Course C-Classification

Activity/Lab C-Classification

Basis of Grading

Course Basis of Grading

Activity/Lab Basis of Grading

NEW COURSE FIELDS

- Justification
- Impact
- SLOs
 - Additional fields for GE or Graduate courses
- Assessment

Justification for Request

Provide a justification for this request.

Impact

Estimate the impact of this proposal on resources within the department, for other departments, and the University. See [Resource Implications for Curricular Change](#) for more information.

Describe the impact on students in the department and/or other departments' programs.

Measurable Program Student Learning Outcomes

Explain which of the program's measurable Student Learning Outcomes are addressed in this course. Either (a) provide a narrative in the field below explaining how the course addresses the program SLOs or (b) attach the [Course Alignment Matrix and Course Objectives Chart](#) as supporting documentation.

Assessment

Provide methods of assessment for measurable student learning outcomes. (A) List the planned assessment tools and (B) Describe the procedure the department/program will use to ensure the faculty will be involved in the assessment process. (Refer to University's policy on assessment.)

ATTACHMENTS

- Course Outline & Sample Syllabus
- Bibliography
- Matrices (more than one may be required!)
 - Measurable Program SLOs
 - GE SLOs (if applicable)
 - Ethnic Studies SLOs (if applicable)
 - Graduate ILOs (if applicable)

Attachments

Attach course outline and sample syllabus for all New Courses and for Course Modifications with changes to course content or SLOs.

- Include methods of evaluation, suggested literature for the course and a selected bibliography of current research in the field.
- Describe the difference in expectations of graduates and undergraduates for all 400 level courses that are offered to both.

See [Syllabus Policy](#) and [Syllabus Best Practices](#).

Upload as ONE consolidated file.

Course Outline/Sample Syllabus/Bibliography (0)

Attach

Attach additional supporting documentation, if applicable.

Upload as ONE consolidated file.

Supporting Documentation (0)

Attach

Provide a brief description of the attached supporting documentation.

CONSULTATION & SUBMISSION

- Record of Consultation
(See [Guidelines for Curricular Consultation](#))
- Form Submission
 - Complete to submit to department chair
 - Save as draft to complete the proposal at a later time

Record of Consultation

Consult with other affected colleges or departments. See [Guidelines for Curricular Consultation](#) for more information.

Other Affected Colleges or Departments

Add

Form Submission

Select one of the following:

- **Save as Draft** to complete the proposal at a later time.
- **Complete** to submit the proposal to the department/program chair.
- **Delete** to purge the proposal.

Please be sure to submit all required attachments with the completed proposal form.

A link to access the proposal will be sent to the submitter's email address entered at the top of this form.

Select a submission status. *

Submit

Print



COURSE CLASSIFICATION FUN

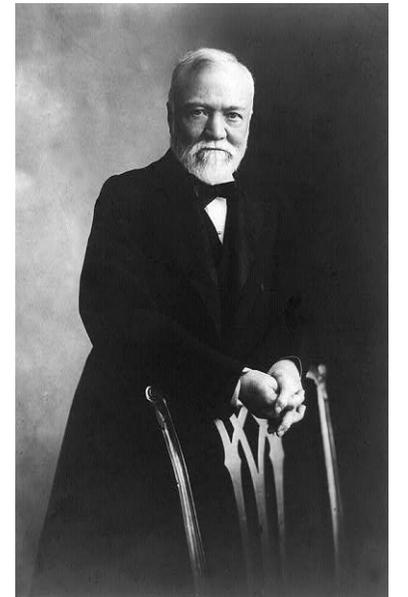


A BRIEF HISTORY OF THE CREDIT HOUR

- Or
 - The Curriculum Curve Ball
 - S Factor
 - C Factor and
 - The Industrial Revolution

THE INDUSTRIALIST AND THE UNIVERSITY PRESIDENT

- One wanted industrial efficiency;
- One wanted more openness and accessibility in education;
- We got S and C classifications.



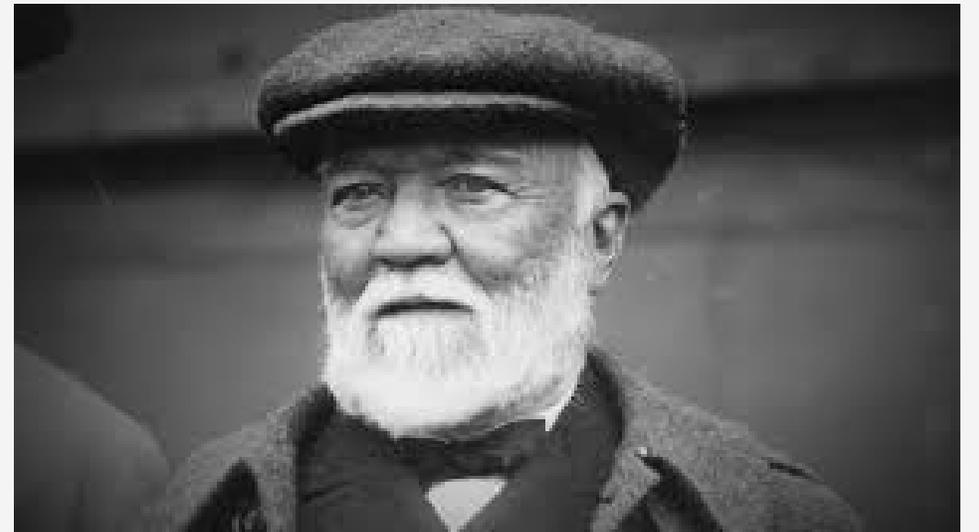


CURVE BALLS = CHEATING

- Harvard President (from 1869 until 1909) Charles Eliot didn't like any sports but tennis and rowing.
- He once said, "Well, this year I'm told the team did well because one pitcher had a fine curve ball. I understand that a curve ball is thrown with a deliberate attempt to deceive. Surely this is not an ability we should want to foster at Harvard."
- His thoughts on sports aside, Eliot ushered in the "elective" system, was in favor of providing courses to fill in gaps from high school, and wanted a system of openness and accountability.

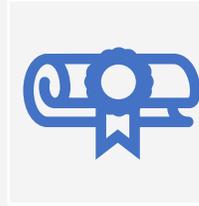
WHAT DOES ANDREW CARNEGIE HAVE TO DO WITH THIS?

The most prominent industrialist of his time, Carnegie wanted to re-imagine higher education in America. In 1906 The Carnegie Foundation set up a \$10 Million Dollar fund for American professors' pensions



1906

Birth of the Credit Hour



In order to qualify for the fund Carnegie established, colleges had to abide by the newly emerging standard (originally developed for high schools) of the credit hour.



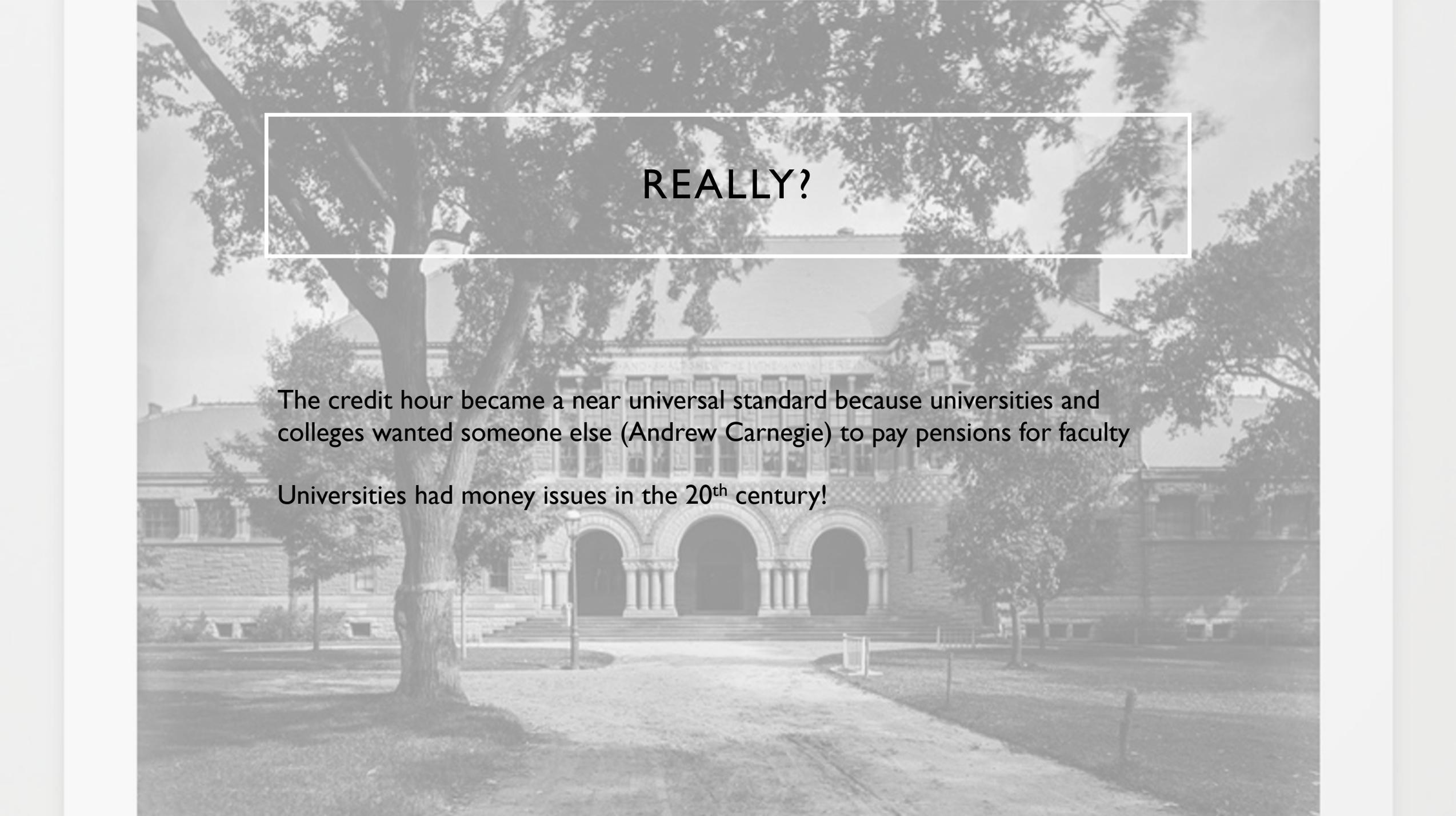
While Carnegie didn't actually develop the credit hour (the NEA did), his advocacy of it (along with the pension carrot) insured it's adoption by many institutions



The formula developed in the first decade of the 20th century was exactly the same as it is now.



One hour per week for 15 weeks in class was 1 credit hour.



REALLY?

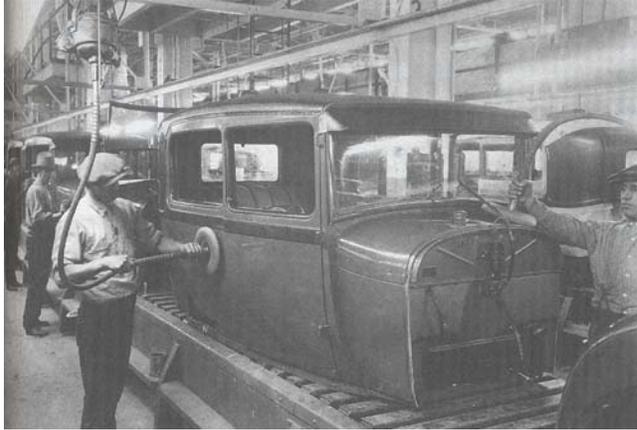
The credit hour became a near universal standard because universities and colleges wanted someone else (Andrew Carnegie) to pay pensions for faculty

Universities had money issues in the 20th century!

urnaces U. S. Steel Co., Youngstown, Ohio.

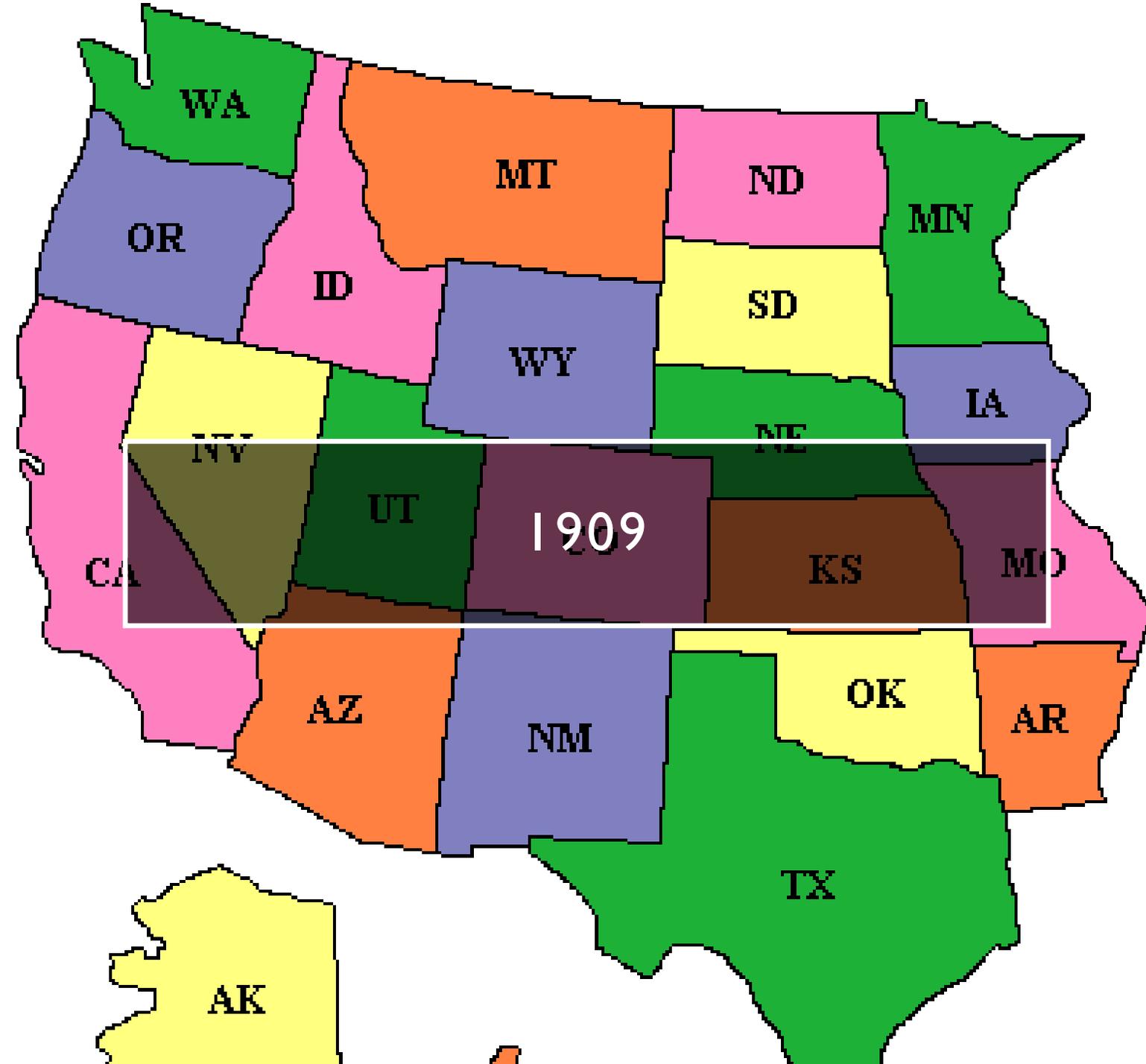
WHY THE CREDIT HOUR?

- Carnegie Corp, said very explicitly: “in the counting the fundamental criterion was the amount of time spent on a subject, not the results attained.”
- Morris L. Cook, in a report underwritten by Carnegie, called “Academic and Industrial Efficiency” wrote that the goal of the credit hour was, “to measure the efficiency and productivity of educational institutions in a manner similar to that of industrial factories”



JUST TWIST THE WRENCH AS THE STUDENT ROLLS BY

The credit hour agreement “made possible the calculation of relative faculty workloads, the cost of instruction per student hour, and ultimately, the rate of educational efficiency for individual professors, fields, departments, and universities.”
Jessica Shedd



- * Universities in the Midwest and West want credibility and access to the money in Carnegie's funds.
- * They fully embrace the credit hour and use it in structuring their curriculum.

Flash Forward: Prohibition, WWI, Gold/Silver Controversy, Fresno State, Humboldt State, Women's Suffrage, the great depression, Cal Poly, Pomona, WW2

CSULA ('47); SACRAMENTO STATE ('47); CSULB ('49); CSUN ('57)

- Now, to the post World War II era and a rising concern that the GI Bill not be used for degrees from institutions with little to no accountability.
- The credit hour had been a near universal standard among land grant and normal schools.
- Because of the Federal pressure around the GI Bill, the credit hour became a nationwide standard. Only accredited institutions got federal money and the credit hour became integral to accreditation.
- The CSU was founded in the era the credit hour emerged and was cemented in place by Federal pressure around the GI Bill.
- There has never been a different system in the CSU and it pervades all we do.



NOBODY MUCH LIKES IT

- “We are starting to ask about the basic production function that translates inputs (students) into outputs (credits) using time as the measure of the production process. But the credit hour is proving itself to be remarkably durable as it has morphed from a measure of degree credit into a vehicle for institutional accounting, public accountability, and cross- institutional transfer....
- Any attempt to—for instance—change the curriculum, try new pedagogies such as team teaching or community service, or reallocate funds from low-demand courses in order to start new programs can bump into credit-hour problems. Not only does this frustrate change efforts within individual institutions, but it can contribute to disparate treatment of whole categories of institutions—a real problem for public policy....
- Higher education is not an assembly line. Not everything that matters can be measured, and all measures don't matter. But we live in an age of accountability, and metrics are more important now than ever before. Rather than wait for the units of measure—and the values behind them—to be decided by others, people inside the academy have the responsibility to accurately assess what higher education does, what that work is worth, and how it might best be measured.”

from Jane Wellman’s “The Student Credit Hour: Counting What Counts” *Change*, 2005.

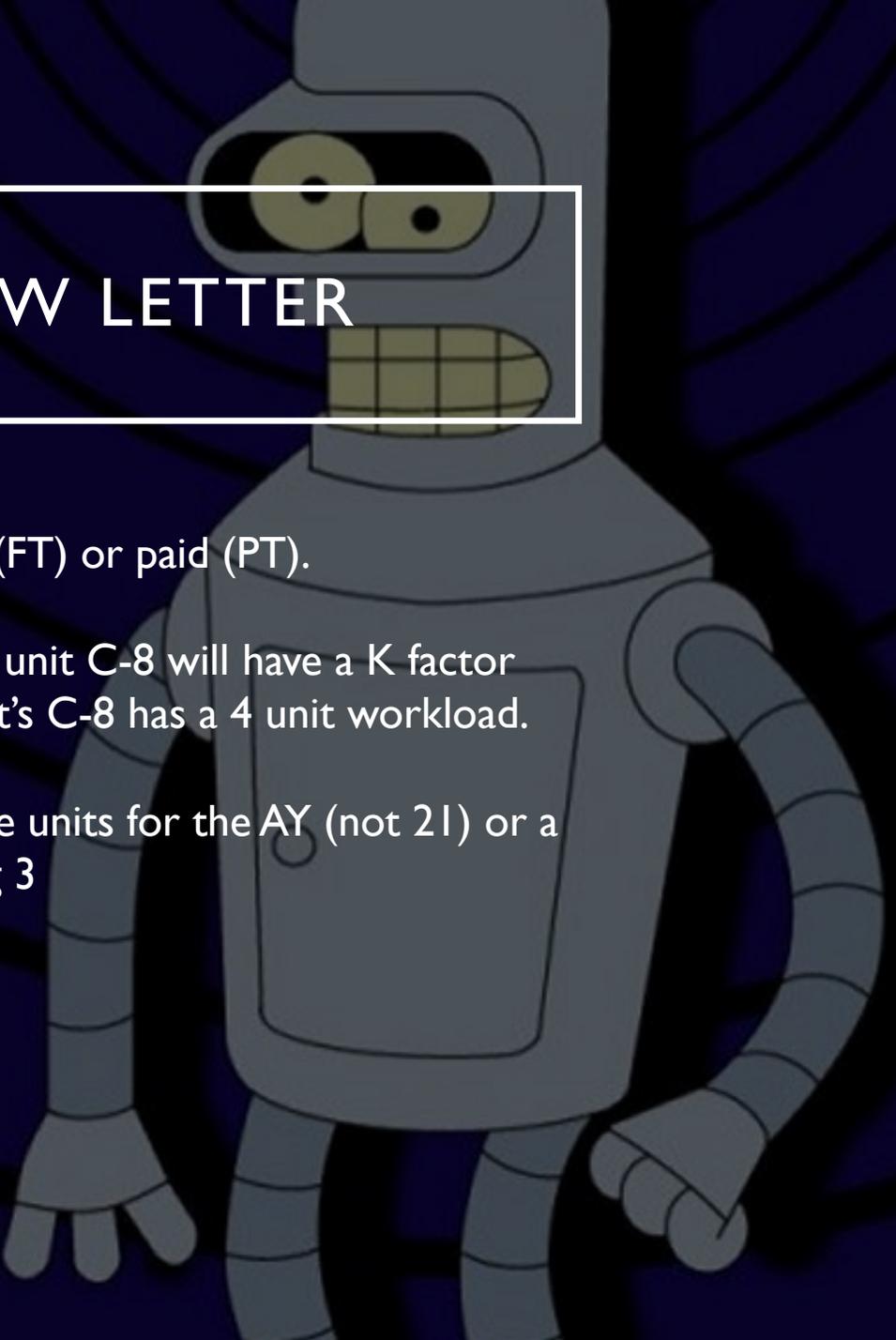
A large, black, stylized letter 'C' is centered on the left side of the slide. A horizontal grey bar with a white border is overlaid across the middle of the 'C', containing the text 'C COURSES' in white, uppercase letters.

C COURSES

- C courses are Carnegie hour courses.
- C courses have time structures.
- Those time structures are part of degree requirements.
- They are also part of the collective bargaining agreements.
- C courses have time limits

C BY THE NUMBERS

- * C1-C6: 1 total hour per week per unit
- * C7-C14: 2 total hours per week per unit
- * C15-C21: 3 total hours per week per unit
- * C courses also have a K-factor. The K-factor is the weighted teaching load for the faculty member teaching the course.
- * C1-C6 have a ratio of 1 unit to 1 K factor
- * C7-C21 courses have higher K factors (ranging from 1/1.3 to 1/6)



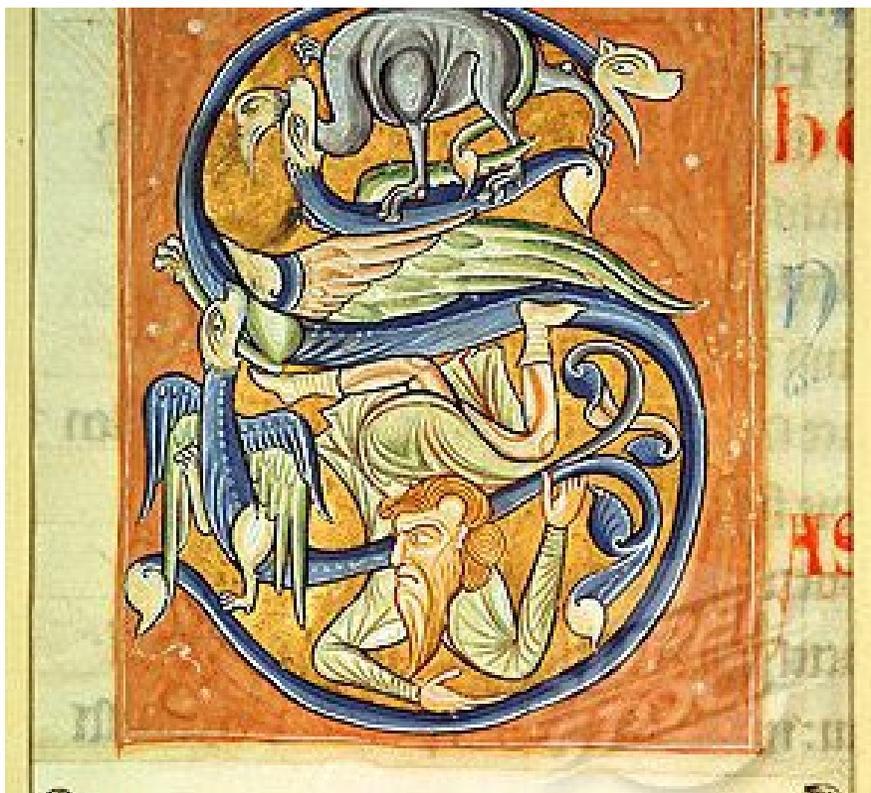
UM, K? THAT'S A NEW LETTER

- * Remember, faculty workload has to be tracked (FT) or paid (PT).
- * So, a faculty member teaching, (for example) a 3 unit C-8 will have a K factor for that course of 4 (1.3×3). A 3 unit course that's C-8 has a 4 unit workload.
- * So, a FT faculty member will need to do 20 more units for the AY (not 21) or a PT faculty member gets paid 4 units for teaching 3



C COURSES

- * C courses cannot exceed their time.
- * C courses cannot exceed their time
- * C courses might make you feel like a course is a widget
- * It's still true that they have an absolute limit in time.
- * Oh, and then there's C-78



UM, SOME COURSES CAN'T BE
DEFINED BY TIME OR LIMITED
TO 135 HOURS

- * S-factor classes are outcome (not time) based.
- * Any course that has an outcome based structure or exceeds the time limits of a C-course, can be an S.

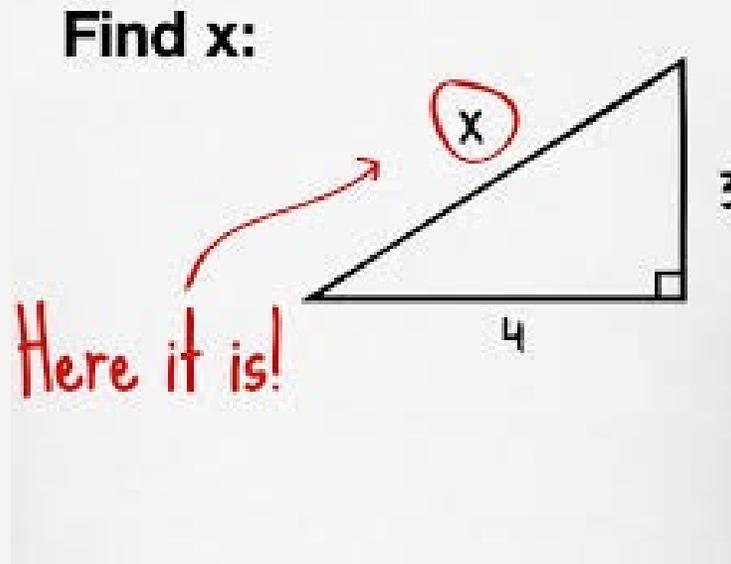
THE S PROBLEM

- S courses generate FTES like C courses do, but at much much lower rates (due to cost).

- S-36 courses, for example, have a ratio of 3 students to 1 unit. So, 9 students=3 units, but generates only 1.8 FTES.

- Each graduate thesis course runs an FTES deficit of \$1000+

S-48=.25 K per student
S-36=.36 K per student
S-25=.5 K per student



499 courses, IS courses are generally S-36

Thesis courses are generally S-25

OTHER PROPOSAL TYPES

COURSE PROPOSALS

- We covered New Course Proposals
- We did not cover:
 - Course Modification Proposals
 - Delete Course Proposals
 - New Experimental courses
 - Selected Topics courses
 - How to List Across GE Sections
 - How to change a non-GE course into a GE course

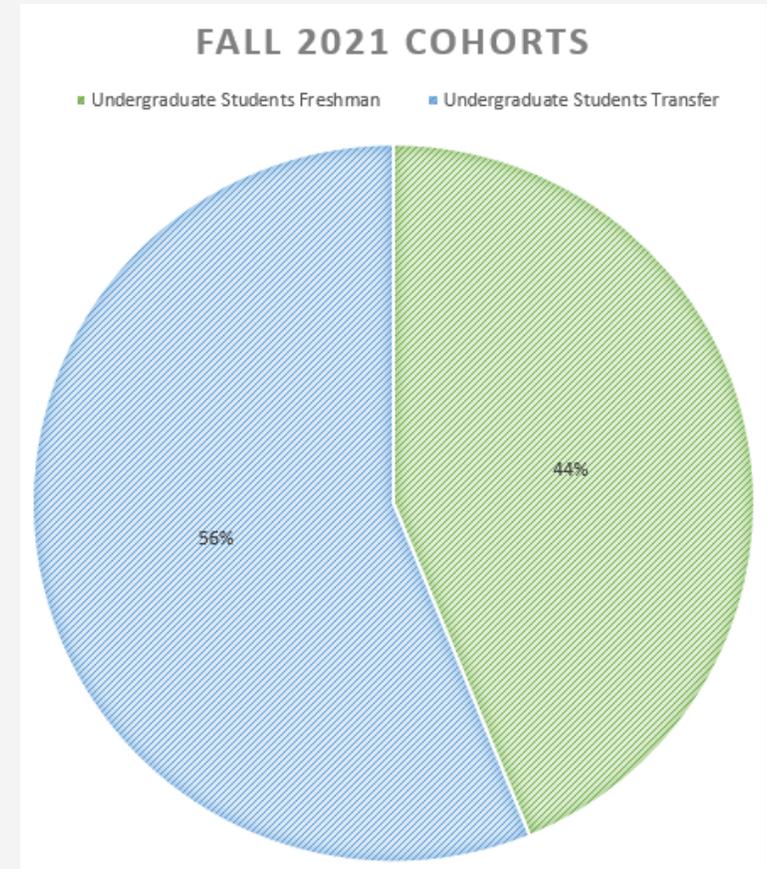
PROGRAM PROPOSALS

- We did not cover program proposals. Here are some things to know:
 - New Program (New degrees or minors)
 - Program Modification (Requirement changes to existing majors/minors, new options, elevations)
 - Delete Program (Not enough demand to offer or replaced by another program)
 - What goes to the Chancellor's Office (CO)?
Most Common:
 - Notification of new options
 - Approval of new degrees or elevations
 - Degree or Option Name Change
 - Change in degree designation

ARTICULATION

ARTICULATION PROCESS

- Articulation Officer: UC, CSU, CCC
- Articulation Request: Equivalency or Substitution
 - Articulation Officer to Articulation Officer
 - Course Outline of Record (COR)
- Department Chair Role: Memo
 - Info: Institution Name, Memo, COR, Articulation Request
 - Course(s) Equivalent or Course(s) Not Equivalent
 - Approvals entered on ASSIST.org
 - Decisions are saved on OnBase



ARTICULATION MEMO



CSUN

ARTICULATION
Office of Undergraduate Studies

DATE: January 19, 2022
TO: Simon Garrett, Chair
Chemistry and Biochemistry Department
FROM: Jonathan Charres, Undergraduate Studies
SUBJECT: COURSE REVIEW REQUEST

We have received an articulation request from **West Hills College Coalinga** about their course(s):

<u>Course and Number</u>	<u>Title</u>	<u>Units</u>
CHEM 002B	Introduction to Organic Chemistry and Biochemistry	4.0

Course outline(s) are enclosed. Please review and check the appropriate box below, either equivalent or not equivalent to the suggested CSUN course. *If a different CSUN course would be a better match, please check box "Not Equivalent", and write in the appropriate equivalency in the comments.*

Courses approved as equivalent to CSUN course(s) will be entered as such into our degree audit, u.Achieve, and the corresponding Articulation Agreement on ASSIST at: www.assist.org.

Once you have completed your review, please electronically sign and date the form. You may want to make a copy for your records. Should you have questions, please contact me at ext: 6047 or via email at: jonathan.charres@csun.edu. Thank you in advance for your cooperation.

Course(s): Equivalent	Course(s): Not Equivalent	
<input type="checkbox"/>	<input type="checkbox"/>	CHEM 002B (WHILLS) = CHEM 104/L (CSUN)

COMMENTS: _____

(Signature)

(Date)



CSUN

ARTICULATION
Office of Undergraduate Studies

DATE: March 2, 2022
TO: Xudong Jia, Associate Dean
College of Engineering and Computer Science
FROM: Jonathan Charres, Undergraduate Studies
SUBJECT: COURSE REVIEW REQUEST

We have received an inquiry from **Los Angeles Valley College** about their course(s):

<u>Course and Number</u>	<u>Title</u>	<u>Units</u>
MATH 261	Calculus I	5.0

Course outline(s) are enclosed. Please review and check the appropriate box below: equivalent, substitute, or not equivalent to the suggested CSUN course. *If a different CSUN course would be a better match, please check box "Not Equivalent", and write in the appropriate equivalency in the comments.*

Courses approved as equivalent and substitute to CSUN course(s) will be entered as such into our degree audit, u.Achieve, and the corresponding Articulation Agreement on ASSIST at: www.assist.org.

Once you have completed your review, please electronically sign and date the form. You may want to make a copy for your records. Should you have questions, please contact me at ext: 6047 or via email at: jonathan.charres@csun.edu. Thank you in advance for your cooperation.

Course (s) will substitute as follows:

MATH 261 (LAVC) to substitute for the MATH 103 (CSUN) requirement in the Engineering Management Technology B.S.
Note: MATH 261 (LAVC) = MATH 150A (CSUN)

Course(s) are not equivalent and/or may not substitute.

COMMENTS: _____

(Signature)

(Date)

ARTICULATION PROCESS

- Chancellor's Office Role: GE
 - Articulation Officer: CCC GE Submission
 - ASSIST.org
- Review: Faculty and trained Articulation Officers
 - Approvals inputted on ASSIST
 - GE approvals by CCO must be accepted by all CSU's
 - GE coded on degree audit system

Search below for transferable courses ?
Courses approved for transfer and general education

Academic Year ?
2021-2022 ▾

Community College ?
Los Angeles City College ▾

CSU Transferable Courses
 CSU GE-Breadth Certification Courses
 CSU US History, Constitution, and American Ideals Courses (CSU AI)
 IGETC for UC and CSU
 UC Transferable Courses
 UC Transfer Admission Eligibility Courses

[View Transferability Lists](#)

PITFALLS & RESOURCES

COMMON PITFALLS

- First, review the [EPC Curriculum Review Checklist](#). It addresses a lot of common pitfalls!
- Course Description
 - Match the tone of the catalog
 - Include requisites, if the course is repeatable, credit/no credit only, contact hours (for C7 & above), General Education, 400-level course available for graduate credit, cross-listing
- Avoid Complex Prerequisites!
- Implementation Date: Normally 1 year from the semester approved by EPC or GSC
- Course Use: Check all that apply (service courses may be used by another dept/college)
- Justification: Why this course? Why now?
- Impact: There's always an impact! See [Resource Implications for Curricular Change](#)
- Consult, consult, consult. See [Guidelines for Curricular Consultation](#)

MORE COMMON PITFALLS

- Program SLOs: Narrative or matrix. *Some* proposals with minor changes don't need to include this information. Refer to EPC or GSC SOPs.
- Assessment of the course objectives (how students' learning will be evaluated) and how the course fits into the department's assessment structure.
- General Education courses must align with the applicable GE SLOs (Section, VI, IC) and the syllabus must list the relevant GE SLOs.

EVEN MORE COMMON PITFALLS

- **Course Outline and Syllabus:**
 - The outline gives the overview
 - The syllabus is considered a sample
 - The syllabus should not contain information on a particular offering (professor, term, dates)
 - Include all elements from the syllabus policy
 - Review the Syllabus Best Practices
- **Selected Bibliography:**
 - Current research in the field
 - Supports need for the new course

RESOURCES

- [Curriculum Review Workflow Website](#)
- [EPC Curriculum Review Checklist](#) & [GSC Curriculum Review Checklist](#)
- [EPC Standard Operating Procedures](#) & [GSC Standard Operating Procedures](#)
- [Resource Implications for Curricular Change](#)
- [EPC Guidelines for Curricular Consultation](#) & [GSC Guidelines for Curricular Consultation](#)
- [CSUN Syllabus Policy](#) & [Syllabus Best Practices](#)
- [Course Alignment Matrix & Course Objectives Chart](#)
- [Course Classification Guide](#)

CSUN

**DIVISION OF
ACADEMIC AFFAIRS**

**CURRICULUM MANAGEMENT &
DEVELOPMENT**

THANK YOU FOR ATTENDING!

ANY QUESTIONS?