CSUDH | Academic Programs

Academic Programs Course Leaf Guide

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INTRODUCTION

What is Course Leaf?

The Curriculum Review Process is the procedure by which curriculum proposals are reviewed in contexts beyond the individual program. The process involves the coordination of CSU system-wide goals and the CSUDH Strategic Plan with existing and proposed programs within the university. The Curriculum Review Process plays a key role in upholding and disseminating the core values fundamental to our success: accountability, collaboration, continuous learning, rigorous standards, proactive partnerships, respect, and responsiveness. Through the Curriculum Review Process, we build the excellent academic programs that reinforce our position as a comprehensive model urban university and continue to build on our academic excellence by offering programs that respond to the needs and demands of our communities' employers, that prepare our graduates with skills and knowledge needed to compete in a globalized 21st century, and by innovating our academic offerings and the way we deliver them. Specifically, we pursue new academic programs and concentrations relevant to student interest reflecting current workforce trends and demands and provide access through diverse instructional modalities (online/hybrid) to increase student access, flexibility and retention.

Curriculum review in Course Leaf follows the same path of consultations and approvals as in the previous system, only now all documentation is collected and stored in Course Leaf. Once "workflow" is started, courses and programs move through the Course Leaf system for approval. Proposals are reviewed in the order they are received and typically take about two weeks for review at each step. Proposers can check the status of their proposal, as well as see any comments related to proposals, at any time in Course Leaf. As in the previous system, documentation of necessary consultations is required for proposals to be posted in the Curriculum Register. Once proposals clear the Curriculum Register moratorium phase, they will move to the College Curriculum Committee and/or University Curriculum Committee for review. Please see the "Curriculum Review Process & Workflows" section below for more details on proposing and modifying programs and courses.

Key Terms & Concepts for Course Leaf

Chair Impact Statement

The Department Chair will need to answer questions that are in Course Leaf form in order for the proposal to the next steps in the Curriculum Review Process.

Chair

The 3-digit chair role in Course Leaf indicates that the College Chair needs to log into Course Leaf and review the proposal.

Dean Impact Statement

The Deans will need to answer questions that are in Course Leaf form in order for the proposal to the next steps in the Curriculum Review Process.

(##) Dean

The 2-digit Dean role in Course Leaf indicates that the College Dean needs to log into Course Leaf and review the proposal.

Affected Departments

An affected department is when they are impacted by a course or program change (i.e., a course from one department-APP - used in a program outside of their department- BA woman studies. CL will trigger the affected departments step if any changes are made to courses/programs identified in the ecosystem.

(###) Voting Faculty

The 3-digit Voting Faculty role in Course Leaf indicated that the Department Voting Faculty need to log into Course Leaf and review the proposal and cast their votes in order for the proposal to move forward in the Curriculum Review process.

99-EE- Dean

The 99-EE Dean role is assigned to the College of Continuing & Professional Education (CCPE) Dean. This role will become active in CourseLeaf if a proposal requires "Self- Support"

Curriculum Committees & Voting

There are a total of 7 Curriculum Committees that review and support the Curriculum Review process to ensure that the curriculum meet high standards and align with educational goals. For detailed information about these committees go to the curriculum review website.

Curriculum Register

During the Curriculum Review process, all curriculum proposals are shared with the campus community via the Curriculum Register. The Curriculum Register (CR) is posted on the Curriculum Review website on the third Monday of the month during the academic year. After each CR is posted, the campus community has 10-working days If you have any questions related to the Curriculum Register, please contact the Office of Academic Programs via email or at (310) 243-3308.

Moratorium

After a proposal has been approved by a curriculum review committee it then moves to the Curriculum Register step, here the proposal will stay on a "hold' for a period of 10 working days where anyone in the campus can review and make objections to the proposal that was approved by the curriculum review committee.

Curriculum Review Committees

There are seven Curriculum Review Committees responsible for overseeing and supporting the review process. Each proposal will be allocated to a specific

Academic Programs

Academic Programs team are the last in Curriculum Review workflow. Where the team finalizes all submitted proposals to ensure they are accurate in the Catalog.

Undergraduate Dean

The Undergraduate Deans review and approval is required if the proposal is a bachelor's degree, minor, or Undergraduate level course.

Graduate Dean

The Graduate Deans review and approval is required if the proposal is a post baccalaureate course, Program, or Certificate

Provost

The provost's review and approval is required when a new program was submitted to Course Leaf

President

The President's review and approval is required for Program Modification, New Programs, Certificates prior to the proposal being routed to the Chancellors office.

How to access the approve page IF you are a(n) ……

1. **Affected Department**
   How to review as an Affected Department:
   1. Go to: https://nextcatalog.csudh.edu/courseleaf/approve
   2. In the "your role" box, using the drop-down menu, select "Affected Department Consultation: 2098"
   3. You will then see the proposals in review.
   4. Click on the proposal to review.
   5. Click the green "add comment" button to include any comments you have for this proposal and click save.
   6. Click the green "approve" button (top right-hand side) to move the proposal to the next step in the workflow.

   Please note if no action is taken after 14 working days, the proposal(s) will automatically move to the next step in the workflow.

2. **Department Chair/Program Coordinator**
   To provide the Chair Impact Statement:
   7. Go to: https://nextcatalog.csudh.edu/courseleaf/approve
   8. In the Your Role, search for your role (i.e., 145 Chair)
   9. Click the proposal
   10. In the fields below, click the blue "edit" button
   11. Scroll down until you get to the "Chair Impact Statement" section.
   12. Answer the questions (the text boxes are rimmed in red)
   13. Click "Save Changes"
   14. Click the green "approve" button on the top right to move the proposal to the next step in the workflow.

3. **Dean**
   To provide the Dean Impact Statement:
   1. Go to: https://nextcatalog.csudh.edu/courseleaf/approve
   2. In the Your Role, search for your role (i.e., ## Dean)
   3. Click the proposal
   4. In the fields below, click the blue "edit" button
   5. Scroll down until you get to the "Impact Statement" section
   6. Answer the questions (the text boxes are rimmed in red)
   7. Click "Save Changes"
   8. Click the green "approve" button on the top right to move the proposal to the next step in the workflow.

4. **99-EE Dean (CCPE)**
   How to provide the 99-EE (CCPE) Dean:
   1. Go to: https://nextcatalog.csudh.edu/courseleaf/approve
   2. In the "your role" box, using the drop-down menu, select "99-EE Dean"
   3. You will then see your proposals. Click on the first one. This will show you all of the proposals that are in the bundle. You will go down the line and click on each proposal to review each one.
   4. Once you have reviewed all of the proposals, find the program proposal (342: MS in Orthotics and Prosthetics) and click the green "add comment" button. This is where you will provide any feedback and comments regarding the proposals.
   5. Go to the blue line and click the green "approve" button to move the proposals to the next step in the workflow.

5. **Department Chairs**
   How to review proposals as a Department Chair:
   1. Go to: https://nextcatalog.csudh.edu/courseleaf/approve
   2. In the "your role" box, using the drop down menu, select "337 Chair"
   3. You will then see your proposals. Click on the first one.
   4. Click the blue "edit" button. This will open another window.
   5. Scroll down to the Chair's Impact Statement section, near the bottom.
   6. Answer the questions and click "save." This will close the window and return you to the previous page.
   7. Click the **green** "approve" button to move the proposal to the next step in the workflow
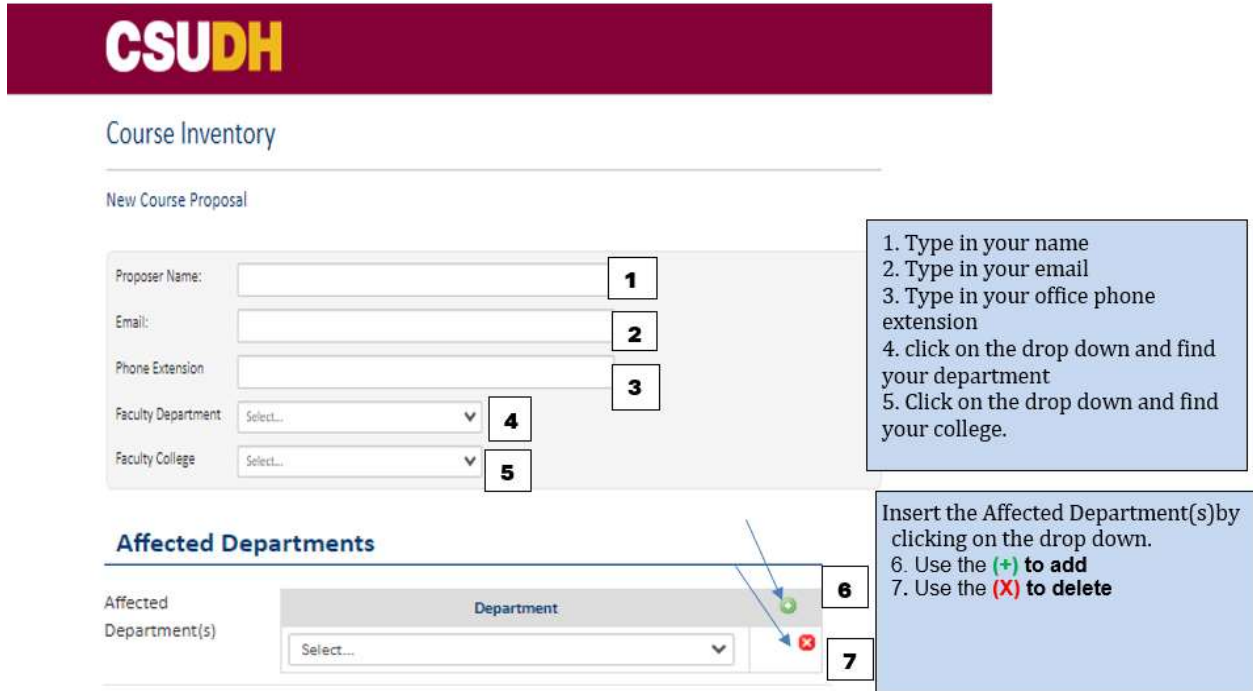
Submitting Curriculum Proposals in the Course Leaf Curriculum Inventory Management (CIM) Modules

How to submit a New Course proposal

1. Go to https://nextcatalog.csudh.edu/courseadmin/ this link will take you to the Course Inventory Management Page. Click on the **green** button titled "Propose New Course"

CSUDH

Course Inventory

New Course Proposal

Proposer Name:	[ ] 1
Email:	[ ] 2
Phone Extension	[ ] 3
Faculty Department	Select... 4
Faculty College	Select... 5

1. Type in your name
2. Type in your email
3. Type in your office phone extension
4. click on the drop down and find your department
5. Click on the drop down and find your college.

Affected Departments

Affected Department(s)	Department	
	Select...	6 7

Insert the Affected Department(s)by clicking on the drop down.
6. Use the **(+)** to add
7. Use the **(X)** to delete

Course Catalog Information

*** RED BOXES are a REQUIRED STEP

Field	Step
Proposed Effective Term	8

Note most courses take effect at least one year after approval.

Field	Step
Subject Code	9
Course Number	10
Department	11
College	12
Course Title	13
Abbreviated Title	14

30 characters remaining

Field	Step
Units	15

Input variable unit courses with a dash (e.g., 2-4)

Field	Step
Academic Level	16
Grading Basis	17
Repeat for Credit?	18

○ Yes ● No

| Cross-Listed with | Code | Title | 19 |

8. Use the drop down to select the Effective Term

9. Use the drop down to select the Subject code

10. Insert Couse number

11. Use the drop down to select the Department

12. Use the drop down to select the College

13. Insert Course Title

14. Insert Abbreviated Title

15. Insert # of Units

16. Use the drop down and select the Academic Level

17. Use the drop down and select the Grading Basis

18. Select YES or NO for Repeat for Credit

Field	Step
HEGIS Code	20

CS#s can be viewed *here*

Components	CS #	Component	Graded Component	Units	
	Select...	Select...	Select...		21

Field	Step
Add Consent	22
Course Description	23
Prerequisite(s):	24
Recommended Prerequisite(s):	25
Co-requisite(s):	26
Recommended Co-requisite(s):	27

19. Using the (+) sign a new window will populate.

20. Insert your department HEGIS Code.

21. Insert CS #, Component, Graded Component, # of Unit.

To ADD click on the (+) sign
To DELETE click on the (x)

22. Using the drop down select "yes or no" to Add Consent.

23. Insert your Course Description

24. Insert Prerequisite(s) (if any)

25. Insert Recommended Prerequisite(s) (if any)

26. Insert Co- requisite(s) (if any)

27. Insert Recommended Co-requisites (if any)

Course Content Information

Enter each Student Learning Outcome in the left column and the Program Learning Outcome(s) that align with it in the right column. Click the green '+' to add each Student Learning Outcome."

Student Learning Outcomes

	Student Learning Outcomes	Program Learning Outcomes	
1			

28

Potential Text(s)

X	B I U x² x₂	≡ ≡ ≡ ≡	≡ ≡
Styles	Ƭ₅ ⊜ ⌐ Ω		

29

Include samples of course assignments that may be required for students and used to assess learning objectives.

List sample assignments / assessment tools

X	B I U x² x₂	≡ ≡ ≡ ≡	≡ ≡
Styles	Ƭ₅ ⊜ ⌐ Ω		

30

28. Enter Student Learning Outcome and Program Learning Outcome Using the **(+)** to add more rows. Use the **(X)** to delete rows

29. Insert Potential Text(s) for the course

30. Enter list of sample assignments/ assessment tools

Delivery Method

Select all requested methods of delivery in which the course may be offered. If proposing the delivery method as online and/or hybrid, complete the Special Designations portion of the form below.

Delivery Method
- ☐ Face-To-Face
- ☐ Hybrid/Online
- ☐ Off-Campus
- ☐ Television

31

Special Designations

GWAR

32

Are you proposing a GWAR-certifying course?

☐ Yes   ◉ No

Hybrid/Online

33

Are you proposing a hybrid course?

☐ Yes   ◉ No

Are you proposing an online course?

☐ Yes   ◉ No

Ethnic Studies

34

Are you proposing an Ethnic Studies course? Please note, you will need complete the General Education section and matrix in addition to the Ethnic Studies matrix.

☐ Yes   ☐ No

General Education

35

Are you proposing this course to meet a GE requirement?

○ Yes   ○ No

31. Select delivery method for your course.

32. Select either YES or NO if you're proposing GWAR-Certified course

33. Select YES or No if you are proposing HYBRID course OR Select YES or NO if you are proposing an ONLINE course

34. Select YES or NO if you are proposing an Ethnic Studies course.

35. Select YES or NO if you are proposing a course to meet GE requirement.

Enrollment Restrictions

36

Enrollment Restrictions

☐ Doctoral standing required

☐ Freshman standing required

☐ Graduate standing required.

☐ Junior or Senior standing required

☐ Must have departmental approval in order to drop or withdraw from the class.

☐ Restricted to Majors

☐ Senior standing required.

Predicted Enrollment

Fall	Predicted Enrollment		Number of Sections	
Spring	Predicted Enrollment		Number of Sections	37
Summer	Predicted Enrollment		Number of Sections	

Typically Offered

38

Typically offered (check all that apply):

☐ As needed   ☐ Fall

☐ Fall even   ☐ Fall odd

☐ Fall, Spring   ☐ Fall, Spring, Summer

☐ Fall, Summer   ☐ Infrequent

☐ Spring   ☐ Spring even

☐ Spring odd   ☐ Spring, Summer

☐ Summer

36. Select from the list IF your course has enrollment restrictions.

37. Enter a number in the slots you are predicting enrollments.

38 Select all that apply when your course will be typically offered.

39. Select YES of NO if the course is replacing any other course.

Replacement Course

Does this course replace any other course?

39

☒ Yes   ☒ No

Justification

40

Justification for the course that addresses the following:

a. The need for the course, including whether being proposed in response to academic program review or accreditation recommendations and any other relevant data and/or documentation

b. The level of course and prerequisites, including having NO prerequisites for a 300, 400, or 500 level courses

c. CR/NC only grading

Justification

Course Fees

41

Does the course require a fee?

☐ Yes   ☐ No

Curriculum Register Synopsis

42

Include summary of changes and a summary of the rationale to be published in the Curriculum Register for campus-wide sharing

40. Enter Justification for the course that addresses: a, b, c.

41. Select YES or NO does the course require a fee?

42. Enter a summary of changes AND a summary of the rationale to be published in the Curriculum Register for campus wide sharing

Impact Statements

Section to be completed by department chair and college dean in workflow. No response needed from proposer.

43

Department Chair Impact Statements

Is the required expertise available among existing faculty to teach the course?

☐ Yes ☐ No

Are additional facilities required for the course?

☐ Yes ☐ No

Is additional equipment (computers, server allocation, laboratory equipment, etc.) need to support the course

☐ Yes ☐ No

Please list and fully explain any additional resources needed for the course

[ ]

Department Program Coordinator Comments

[ ]

College Dean Impact Statements

44

Explain the course's alignment with the University's mission

[ ]

Explain the course's alignment with the College's goals and objectives

[ ]

Is the required expertise available among existing faculty to teach the course?

☐ Yes ☐ No

Are additional facilities required for the course?

☐ Yes ☐ No

Is additional equipment (computers, server allocation, laboratory equipment, etc.) needed to support the course?

☐ Yes ☐ No

Please discuss the College's support for any additional resources needed for the course.

[ ]

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[Cancel] [Save Changes] [Start Workflow]

45 **46** **47**

Callout boxes:

43. Department Chair will select YES or NO to the 3 questions Department Chair will also need to enter information in the last 2 boxes

44. College Dean will need to answer the following questions.

45. CANCEL button if you do not want to continue with the course modification.

46. Save Changes button will allow you to save changes made to the proposal and come back where you left off. PLEASE NOTE "Save Changes DOES NOT mean that the proposal was submitted for curriculum review.

47. Start Workflow button will move the course into the CourseLeaf queue and begin Curriculum review process.

How to submit a Course Modification proposal

1. Go to https://nextcatalog.csudh.edu/courseadmin/ this link will take you to the Course Inventory Management Page.
2. Log into CSUDH website using your credential
3. Enter the course code (i.e., COM 348) in the search bar and select the 'Archive' and 'History' boxes
4. Click 'Modify Course'

When clicking on "Modify Course" the Course Inventory page will populate, proposer will make edits to (if needed) the red boxes.

CSUDH

5 Course Inventory

Editing: **COM 348: News Editing And Design**

5. Make Edits to the course as needed. All **RED** boxes are a required filled.

Proposer Name:	JOHN DOE
Email:	John DOE
Phone Extension	3308
Faculty Department:	Communications Dept (186)
Faculty College	College of Arts & Humanities (28)

Affected Departments

Affected Department(s)	Department ➕
	Select... ❌

Course Catalog Information

Proposed Effective Term	Fall 2025

Note most courses take effect at least one year after approval.

Subject Code	Communications (COM)
Course Number	348 Course Numbers in Use
Department	Communications Dept (186)
College	College of Arts & Humanities (28)
Course Title 🔵	News Editing And Design
Abbreviated Title 🔵	News Editing And Design
	7 characters remaining
Units	3 *Input variable unit courses with a dash (e.g., 2-4)*
Academic Level	Undergrad and Ext Ed Credit
Grading Basis	Graded (A-F)
Repeat for Credit? 🔵	☐ Yes 🔘 No
Cross-Listed with	Code Title ➕
HEGIS Code 🔵	06011

CS#s can be viewed here

Components

CS #	Component	Graded Component	Units	⊕
C-02: Lecture Discussion ▾	Lecture ▾	Yes ▾	3	✖

Add Consent ⓘ

No Consent ▾

Course Description ⓘ

Principles, practice in copy editing, including review of grammar, spelling, punctuation, word use, organization, word flow, sentences, information verification, application of appropriate story forms; writing headlines, photo cropping and sizing, computer desktop page design and editorial judgment. One hour lecture, two hours activity per week.

Prerequisite(s): ⓘ

COM 250

Recommended Prerequisite(s): ⓘ

Co-requisite(s): ⓘ

Recommended Co-requisite(s): ⓘ

Course Content Information

Enter each Student Learning Outcome in the left column and the Program Learning Outcome(s) that align with it in the right column. Click the green '+' to add each Student Learning Outcome."

Student Learning Outcomes

	Student Learning Outcomes	Program Learning Outcomes	⊕
1			✖ ↑ ↓

Potential Text(s)

X ← →	B *I* U x² x₂	≣ ≣ ≣ ≣	⇥ ⇤
Styles ▾	�𝄍 ⊕ ⤺ Ω		

Include samples of course assignments that may be required for students and used to assess learning objectives.

List sample assignments / assessment tools

X ← →	B *I* U x² x₂	≣ ≣ ≣ ≣	⇥ ⇤
Styles ▾	⯑ ⊕ ⤺ Ω		

Delivery Method

Select all requested methods of delivery in which the course may be offered. If proposing the delivery method as online and/or hybrid, complete the Special Designations portion of the form below.

Delivery Method
- ☐ Face-To-Face
- ☐ Hybrid/Online
- ☐ Off-Campus
- ☐ Television

Special Designations

GWAR

If this course is already approved as a GWAR-certifying course, click no and complete the 'Previously Approved Special Designation/Graduation Requirement' section.

Are you proposing a GWAR-certifying course?

⊘   ○ Yes   ● No

Hybrid/Online

If this course is already approved for hybrid/online modality, click no and complete the 'Previously Approved Special Designation/Graduation Requirement' section.

Are you proposing a hybrid course?

⊘   ○ Yes   ● No

Are you proposing an online course?

⊘   ○ Yes   ● No

Ethnic Studies

If this course is already approved to meet the Ethnic Studies requirement, click no and complete the 'Previously Approved Special Designation/Graduation Requirement' section.

Are you proposing an Ethnic Studies course? Please note, you will need complete the General Education section and matrix in addition to the Ethnic Studies matrix.

⊘   ○ Yes   ○ No

General Education

If this course is already approved for to meet a General Education requirement, click no and complete the 'Previously Approved Special Designation/Graduation Requirement' section.

Are you proposing this course to meet a GE requirement?

○ Yes   ○ No

Previously Approved Special Designation/Graduation Requirements

Has the course previously been approved as a GWAR-certifying course?

○ Yes   ○ No

Has the course previously been approved for online modality?

○ Yes   ○ No

Has the course previously been approved for hybrid modality?

○ Yes   ○ No

Has the course previously been approved for to meet the Ethnic Studies requirement?

○ Yes   ○ No

Has this course previously been approved to meet a General Education requirement?

○ Yes   ○ No

Enrollment Restrictions

Enrollment Restrictions

ℹ️
☐ Doctoral standing required

☐ Freshman standing required

☐ Graduate standing required.

☐ Junior or Senior standing required

☐ Must have departmental approval in order to drop or withdraw from the class.

☐ Restricted to Majors

☐ Senior standing required.

Current enrollment restrictions

Indicate if there are any changes to enrollment restrictions for the course (i.e., restricted to majors only, etc.)

Predicted Enrollment

Fall	Predicted Enrollment	Number of Sections	
Spring	Predicted Enrollment	Number of Sections	
Summer	Predicted Enrollment	Number of Sections	

Typically Offered

Typically offered (check all that apply):

- ☐ As needed
- ☐ Fall
- ☐ Fall even
- ☐ Fall odd
- ☐ Fall, Spring
- ☐ Fall, Spring, Summer
- ☐ Fall, Summer
- ☑ Infrequent
- ☐ Spring
- ☐ Spring even
- ☐ Spring odd
- ☐ Spring, Summer
- ☐ Summer

Justification

Justification for the course that addresses the following:

a. The need for the course, including whether being proposed in response to academic program review or accreditation recommendations and any other relevant data and/or documentation

b. The level of course and prerequisites, including having NO prerequisites for a 300, 400, or 500 level courses

c. CR/NC only grading

Justification

Course Fees

Does the course require a fee?

☐ Yes ☐ No

Curriculum Register Synopsis

Include summary of changes and a summary of the rationale to be published in the Curriculum Register for campus-wide sharing

Department Chair Impact Statements

Is the required expertise available among existing faculty to teach the course?

☐ Yes ☐ No

Are additional facilities required for the course?

☐ Yes ☐ No

Is additional equipment (computers, server allocation, laboratory equipment, etc.)
need to support the course

☐ Yes ☐ No

Please list and fully explain any additional resources needed for the course

[text box]

Department Program Coordinator Comments

[text box]

College Dean Impact Statements

Explain the course's alignment with the University's mission

[text box]

Explain the course's alignment with the College's goals and objectives

[text box]

Is the required expertise available among existing faculty to teach the course?

☐ Yes ☐ No

Are additional facilities required for the course?

☐ Yes ☐ No

Is additional equipment (computers, server allocation, laboratory equipment, etc.) needed to support the course?

☐ Yes ☐ No

Please discuss the College's support for any additional resources needed for the course.

[text box]

Curriculum review in CourseLeaf follows the same path of consultations and approvals as in the previous system, only now all documentation is collected and stored in CourseLeaf. Once "workflow" is started, courses and programs move through the CourseLeaf system for approval. Proposals are reviewed in the order they are received and typically take about two weeks for review at each step. Proposers can check the status of their proposal, as well as see any comments related to proposals, at any time in CourseLeaf. As in the previous system, documentation of necessary consultations is required for proposals to be posted in the Curriculum Register. Once proposals clear the Curriculum Register moratorium phase, they will move to the College Curriculum Committee and/or University Curriculum Committee for review.

Cancel	Save Changes		Start Workflow
6	**7**		**8**

6. "CANCEL" button if you do not want to continue with the course modification.
7. "Save Changes" button will allow you to save changes made to the proposal and come back where you left off.

PLEASE NOTE "Save Changes DOES NOT mean that the proposal was submitted for curriculum review.

8. "Start Workflow" button will move the course into the CourseLeaf queue and begin Curriculum review process.

Please note more than one proposer can work on a proposal together,
however only ONE proposer name is required on the proposal

Special Designations Submissions
GWAR

All GWAR-certifying courses must emphasize writing in disciplinary academic discourse(s), with ample writing activity and instructor feedback and must be reviewed by the University Writing Committee (UWC) for approval. GWAR-certifying courses shall address these requirements per the GWAR Policy (AA):

- Student enrollment cap of 25 per section.
- Ten to twelve pages of informal writing that scaffold and build toward the required pages of formal writing.
- Ten to twelve pages of formal writing in the genres and forms that constitute the activities and discourse of defined disciplines.
- All GWAR-certifying courses or course sequences shall total a minimum of 3 credit units OR a minimum of 2 ½ hours of weekly instruction
- Students shall pass GWAR-certifying courses with a grade of C or better to satisfy GWAR.

Student Learning Outcomes

Students who successfully complete a GWAR-Certifying course will:

1. List all course student learning outcomes that align to GWAR PLO #1: Engage in writing related to disciplinary discourse communities, including identifying the norms, goals, and the historically and socially constructed features of the discourse's practices and artifacts.

2. List all course student learning outcomes (SLOs) that align to GWAR PLO #2: Participate in a robust writing process throughout the course, which shall include: a) pre-writing/generating and developing ideas; b) low-stakes write-to-learn activities that allow students to discover and develop their own ideas and understanding of concepts, new vocabulary, and disciplinary theories; c) reading and research, drafting, peer feedback/collaboration, and instructor feedback; d) ample opportunity for revision in light of the iterative process prior to summative assessment of their writing; e) reflective writing focused on their own processes as well as on reader responses;

3. List all course student learning outcomes that align to GWAR PLO #3: Demonstrate critical understanding of the discourse's practices and artifacts and situate themselves as writers, readers, and students within broader disciplinary conversations.

4. List all course student learning outcomes that align to GWAR PLO #4: Increase rhetorical flexibility and agency as writers as they negotiate their own writerly goals and identities with the expectations and conventions of disciplinary discourse communities.

5. List sample writing in the discipline's instructional materials (e.g., readings, activities, instructor feedback, resources, etc.)

6. List assessments and assignments relafted to the writing-relevant student learning outcomes and program learning outcomes.

7. Outline the course's informal writing assignments/activities including the required number of pages.

8. Outline the course's formal writing assignments/activities including the required number of pages.

> Please answer questions 1-8 for a GWAR course submission
>
> **Red boxes are a required field**

Hybrid/Online

If currently approved for hybrid delivery, please respond "no."
If currently approved for online delivery, please respond "no." To view the OHLC Criteria and Rubric click https://www.csudh.edu/academic-programs/curriculum-review/ohlc

Hybrid/Online

Are you proposing a hybrid course?
- ◉ Yes ☐ No

Are you proposing an online course?
- ◉ Yes ☐ No

% online [   ]   % face-to-face [   ]

Course Integrity: the course's adherence to online teaching best practices. Explanations of plans or statements relevant information that they may be provided throughout the course. Please provide examples of activities, assessments, and/or practices that may be used throughout the course.

[   ]

Assessment: Alignment of assessment tools, course objectives, and delivery mode as well as Evidence of a robust assessment plan that includes a balance of formative and summative assessment. Explanations of plans or statements relevant information that they may be provided throughout the course. Please provide examples of activities, assessments, and/or practices that may be used throughout the course.

[   ]

Course Equity Minded & Diversity Practices: Course adherence to a clear understanding of the population it serves with evidence of equity minded and inclusive pedagogical practices. Explanations of plans or statements relevant information that they may be provided throughout the course. Please provide examples of activities, assessments, and/or practices that may be used throughout the course.

[   ]

Availability of technology resources and assistance for instructor and student success and adherence to campus guidelines for accessibility and universal design. Explanations of plans or statements relevant information that they may be provided throughout the course. Please provide examples of activities, assessments, and/or practices that may be used throughout the course.

[   ]

Evidence of Department/Program plan for vetting/training online instructors. Explanations of plans or statements relevant information that they may be provided throughout the course. Please provide examples of activities, assessments, and/or practices that may be used throughout the course.

[   ]

Evidence of robust active learning opportunities. Explanations of plans or statements relevant information that they may be provided throughout the course. Please provide examples of activities, assessments, and/or practices that may be used throughout the course.

[   ]

> Please answer the following questions
>
> **Red boxes are a required field**

__Ethnic Studies Submission__

Ethnic Studies

Are you proposing an Ethnic Studies course? Please note, you will need complete the General Education section and matrix in addition to the Ethnic Studies matrix.

🔘 ● Yes ☐ No

Area F: Ethnic Studies (3 units)

Courses in Area F explore the interrelatedness and intersection of race and ethnicity with class, gender and sexuality and other forms of difference, hierarchy and oppression. Courses are grounded and centered in the cultures, concrete-lived conditions, and living histories of peoples of color in the United States. Courses have an explicit commitment to linking scholarship, teaching and learning to intellectual traditions and scholarly contributions of ethnic studies, social engagement (service and struggle), social change, and social justice.

To be approved for Area F, courses must fulfill at least 3 of the 5 learning outcomes listed below:

☐ 1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any of the following disciplines: Africana Studies, Asian Pacific Studies, Chicana and Chicano Studies and Indigenous Peoples of the Americas.

☐ 2. Apply theory and knowledge produced by Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

☐ 3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities.

☐ 4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation as experienced, promoted, and enacted by Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.

☐ 5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that empower Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities to build a just and equitable society.

> Please answer question 1-5 by clicking on the red check boxes. When you selected the check box scroll down to locate the corresponding question to that checked box.
>
> **Red boxes are a required field**

Ethnic Studies

Are you proposing an Ethnic Studies course? Please note, you will need complete the General Education section and matrix in addition to the Ethnic Studies matrix.

⊙ ■ Yes ☐ No

Area F: Ethnic Studies (3 units)

Courses in Area F explore the interrelatedness and intersection of race and ethnicity with class, gender and sexuality and other forms of difference, hierarchy and oppression. Courses are grounded and centered in the cultures, concrete-lived conditions, and living histories of peoples of color in the United States. Courses have an explicit commitment to linking scholarship, teaching and learning to intellectual traditions and scholarly contributions of ethnic studies, social engagement (service and struggle), social change, and social justice.

To be approved for Area F, courses must fulfill at least 3 of the 5 learning outcomes listed below:

1 ☑ 1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any of the following disciplines: Africana Studies, Asian Pacific Studies, Chicana and Chicano Studies and Indigenous Peoples of the Americas.

☐ 2. Apply theory and knowledge produced by Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

☐ 3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities.

☐ 4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation as experienced, promoted, and enacted by Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.

☐ 5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that empower Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities to build a just and equitable society.

When checking box 1 the Analyze & Articulate question will populate towards the bottom

1:1. Analyze and Articulate

Analyze & Articulate:

1. What instructional materials (e.g. readings, activities, resources, etc.) will support the learning of this outcome? Please provide specific examples.

2. What related assessments or assignments will support the learning and/or demonstration of this outcome? Please provide specific examples.

1

To be approved for Area F, courses must fulfill at least 3 of the 5 learning outcomes listed below:

☑ 1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any of the following disciplines: Africana Studies, Asian Pacific Studies, Chicana and Chicano Studies and Indigenous Peoples of the Americas.

2

☑ 2. Apply theory and knowledge produced by Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

☐ 3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities.

☐ 4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation as experienced, promoted, and enacted by Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.

☐ 5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that empower Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities to build a just and equitable society.

When checking box 2 the Analyze & Articulate question will populate towards the bottom

2:2 Theory and Knowledge

Analyze & Articulate:

1. What instructional materials (e.g. readings, activities, resources, etc.) will support the learning of this outcome? Please provide specific examples.

2. What related assessments or assignments will support the learning and/or demonstration of this outcome? Please provide specific examples.

Apply theory & knowledge

1. What instructional materials (e.g. readings, activities, resources, etc.) will support the learning of this outcome? Please provide specific examples.

2. What related assessments or assignments will support the learning and/or demonstration of this outcome? Please provide specific examples.

2

3 ☑ 3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities.

☐ 4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation as experienced, promoted, and enacted by Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.

☐ 5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that empower Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities to build a just and equitable society.

Analyze & Articulate:

1. What instructional materials (e.g. readings, activities, resources, etc.) will support the learning of this outcome? Please provide specific examples.

2. What related assessments or assignments will support the learning and/or demonstration of this outcome? Please provide specific examples.

Apply theory & knowledge

1. What instructional materials (e.g. readings, activities, resources, etc.) will support the learning of this outcome? Please provide specific examples.

2. What related assessments or assignments will support the learning and/or demonstration of this outcome? Please provide specific examples.

Critically analyze intersection of race and racism

1. What instructional materials (e.g. readings, activities, resources, etc.) will support the learning of this outcome? Please provide specific examples.

2. What related assessments or assignments will support the learning and/or demonstration of this outcome? Please provide specific examples.

3

> When checking box 3 the Analyze & Articulate question will populate towards the bottom
>
> 3:3 Critically Analyze Intersections of Race and Racism

☑ 4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation as experienced, promoted, and enacted by Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.

4

☑ 5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that empower Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities to build a just and equitable society.

5

Critically review relevance of struggles/resistance/racial/social justice/solidarity

1. What instructional materials (e.g. readings, activities, resources, etc.) will support the learning of this outcome? Please provide specific examples.

2. What related assessments or assignments will support the learning and/or demonstration of this outcome? Please provide specific examples.

4

Describe and actively engage with anti-racist/anti-colonial issues/practices

1. What instructional materials (e.g. readings, activities, resources, etc.) will support the learning of this outcome? Please provide specific examples.

2. What related assessments or assignments will support the learning and/or demonstration of this outcome? Please provide specific examples.

5

When checking box 4 the Analyze & Articulate question will populate towards the bottom

4:4 Critically review relevance of struggles/resistance/ social justice/ solidarity

5:5 Describe and actively engage with anti-racist/ anti colonial issues/practices

Proposing a course to meet a General Education requirement

General Education

Are you proposing this course to meet a GE requirement?

● Yes   ○ No

1

CSUDH General Education Program Learning Outcome (GELO)

Select the CSUDH General Education Program Learning Outcome (GELO) that this course addresses. Choose all that apply:

2

☐ Metacognition   ☐ Critical Inquiry

☐ Communication   ☐ Information Literacy

☐ Race, Equity, and Social Justice   ☐ Integrative Learning and Problem Solving

☐ Global Perspectives   ☐ Community Engagement

General Education Area

3

Select the General Education Area you believe this course fulfills (you may only select one):

☐ A1: Oral Communication   ☐ C1: Arts Courses

☐ A2: Written Communication   ☐ C2: Letters Courses

☐ A3: Logic / Critical Reasoning   ☐ C3: Integrative Studies: Humanities

☐ B1: Physical Sciences   ☐ D1: Perspectives on Individuals, Groups & Society

☐ B2: Life Sciences   ☐ D2: Global and Historical Perspectives

☐ B3: Science Laboratory   ☐ D3: Integrative Studies in Social Sciences

☐ B4: Quantitative Reasoning and Problem Solving   ☐ E: Lifelong Learning and Self-Development

☐ B5: Integrative Studies: Natural Sciences   ☐ F: Ethnic Studies

General Education Learning Outcome Matrix

Course Student Learning ...	GE Area Criteria	Examples of readings and ...	Examples of assessments, ...	Level of achi...	●

4

1. Answer YES or NO if you are requesting a GE course.

2. Using the check boxes select General Education Program Learning Outcomes, select all that APPLY

3. <mark>NUMBERING CONVENTION WILL CHANGE</mark>

4. Using the **Green (+)** sign add the General Education Learning Outcome Matrix

4a When selecting the green + sign a window will populate insert the necessary information.

For help please click on the **HELP (?)** Bubble located under the question

General Education Learning Outcome Matrix

Course Student Learning Outcome (SLO)

GE Area Criteria

4a

Examples of readings and other information input that may be used.

Examples of assessments, rubrics, and/or descriptions of assignments or prompts that allow students to demonstrate the extent to which they have achieved this outcome.

Level of achievement

Select...

5 Save Cancel **6**

4a. once you completed entering you information for the GE course

5. Save changes button to save your work

6. Cancel button to cancel your request

PLEASE NOTE THIS SECTION POPULATES IN LIST FORM SEE EXAMPLE BELOW. This list will populate when you submit to Workflow

General Education Learning Outcome Matrix

Course Student Learning Outcome (SLO)
TEST_01

GE Area Criteria
TEST_01

Examples of readings and other information input that may be used.
TEST_01

Examples of assessments, rubrics, and/or descriptions of assignments or prompts that allow students to demonstrate the extent to which they have achieved this outcome.
TEST_01

Level of achievement
Developed

Save Cancel

4b

4b. once you completed entering you information for the GE course

5. Save changes button to save your work

6. Cancel button to cancel your request

4c

General Education Learning Outcome Matrix

Course Student Learning Outcome (SLO)
TEST_02

GE Area Criteria
TEST_02

Examples of readings and other information input that may be used.
TEST_02

Examples of assessments, rubrics, and/or descriptions of assignments or prompts that allow students to demonstrate the extent to which they have achieved this outcome.
TEST_02

Level of achievement
Proficient

Save Cancel

4c. once you completed entering you information for the GE course

5. Save changes button to save your work

6. Cancel button to cancel your request

General Education Learning Outcome Matrix

4d

Course Student Learning ...	GE Area Criteria	Examples of readings and ...	Examples of assessments, ...	Level of achi...	
TEST_01	TEST_01	TEST_01	TEST_01	Developed	✏ ⊗
TEST_02	TEST_02	TEST_02	TEST_02	Proficient	✏ ✗

4d. once you completed entering you information for the GE course this table will populate

✏ ⊗ the **pencil** to add
(x) to delete

SAMPLE

General Education Area

Select the General Education Area you believe this course fulfills (you may only select one):

A1: Oral Communication

General Education Learning Outcome Matrix

Course Student Learning Outcome (SLO)

TEST 01

GE Area Criteria

TEST 01

Examples of readings and other information input that may be used.

TEST 01

Examples of assessments, rubrics, and/or descriptions of assignments or prompts that allow students to demonstrate the extent to which they have achieved this outcome.

TEST 01

Level of achievement

Developed

Course Student Learning Outcome (SLO)

TEST_02

GE Area Criteria

TEST 02

Examples of readings and other information input that may be used.

TEST 02

Examples of assessments, rubrics, and/or descriptions of assignments or prompts that allow students to demonstrate the extent to which they have achieved this outcome.

TEST 02

Level of achievement

Introduced

This list will populate when you submit to Workflow. If you need further assistance, contact Academic Programs at extension 3308 OR visit the website for office hours schedule

Submitting a New Program Proposal

1. Go to https://nextcatalog.csudh.edu/programadmin/ It will take you to "Program Management Inventory" page
2. Log into to Course Leaf using your CSUDH credentials

CSUDH

Program Management

You are logged in as

Help

Search, edit, add, and inactivate programs.

Use an asterisk (*) in the search box as a wild card. For example, MATH* will find everything that starts with "MATH", *MATH everything that ends with "MATH", and *MATH* everything that contains "MATH". The system searches the Program Code, Title, Workflow step and CIM Status.

Quick Searches provides a list of predefined search categories to use.

3

[Search] ☐ History - OR - [Propose New Program] [Quick Searches... ▾]

Number of Program	Program Name	Workflow	Status	Is Suspen
1	Accounting, Certificate	41 Curriculum Commi...	Modifying	No
2	Accounting, Master of Science			No
3	Administrative Services, Preliminary Credential			No
4	Administrative Services,Clear Credential			No
5	Advertising and Public Relations, Bachelor of Arts			No
6	Advertising, Minor			No
7	African Studies, Minor			No

1. Log into your "mycsudh" using your credentials

2. Click on the CourseLeaf hyperlink to navigate to the Program Management page

3. Click on the **GREEN** "Propose New Program" button

Program Management

New Program Proposal

Proposer Name: _____ **4**

Email: _____ **5**

Phone extension: _____ **6**

Proposer Department: Select... ▾ **7**

Proposer college: Select... ▾ **8**

Program Information

Effective Catalog: Select... ▾ **9**

Term and Academic Year of Planned Implementation: Select... ▾ **10**

The selections above are subject to change based on the final approval date.

Department: Select... ▾ **11**

College: Select College... ▾ **12**

Full & Exact Degree Designation & Title: _____ **13**

Academic Level: Select... ▾ **14**

Program Type: Select... ▾ **15**

Degree: Select Degree... ▾ **16**

Support: Select... ▾ **17**

Delivery Mode: Select... ▾ **18**

CIP Code: _____
Find... **19**

Program Code: _____ **20**

Proposed CSU Degree Code: Select... ▾ **21**

Is this a program elevation? ☐Yes ☐No **22**

Were there any objection to the Projected Degree Proposal? ☐Yes ☐No **23**

---

4. Insert your Name

5. Insert your Email

6. Insert your Phone extension

7. Using the dropdown select the department

8. Using the dropdown select the college

9. Use the dropdown to select Effective Catalog

10. Using the dropdown select a Term and Academic Year of Planned Implementation

11. Using the dropdown select Program Department

12. Using the dropdown select program college

13. Insert Full & Exact Degree Designation & Title

14. Using the dropdown select Academic Level.

15. Using the dropdown select the Program Type

16. Using the drop down select the Degree

17. Using the drop down select ONE type of Support

18. Using the dropdown select a Delivery Mode

19. Enter a CIP Code. If you are unable to find this click on FIND to a new window will open and can be searched for

20. Type in your Program Code

21. Using the drop down select Proposed CSU Degree Code

22. Select YES or NO is this a program elevation?

23. Select YES or NO if there are any Objection to the Projected Degree Proposal

Program Specifics

24

Program Overview
for Catalog ⓘ
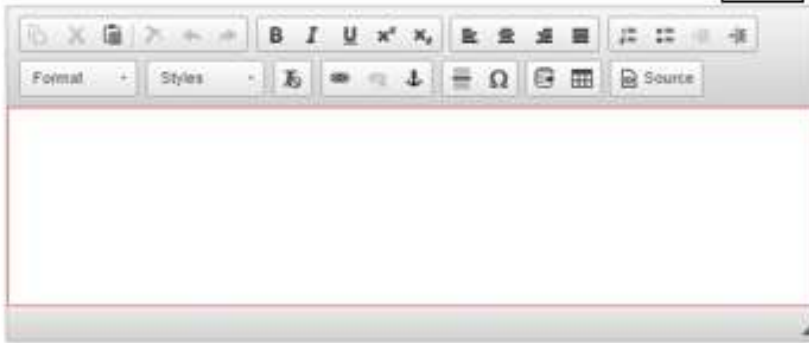
Required Courses ⓘ

25
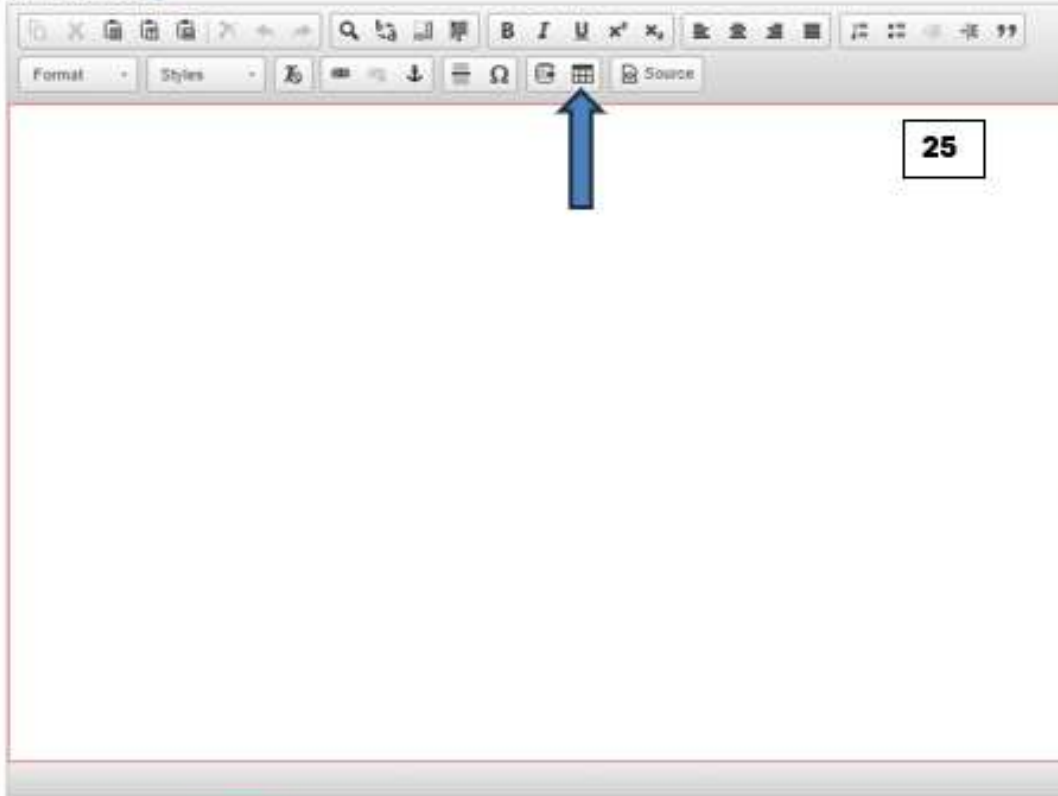
GWAR Units   3

24. In the box insert a
program overview for
the catalog

25. Click on the table
icon and a second
widow will populate
"Insert Formatted Table"
Select Type using the
drop down click on
"course list Click ok

Red Arrow: Enter
GWAR Units

25 Continued on the next
page

Course List ✕

26

Select Subject... ⌄ ←

☐ Sum Hours

27

Box 2

>>

<<

Comment:
Sequence:
Cross Reference:
Or Class:
Hours:
Footnote:

Box 1

☐ Indent   ☐ Area Header

Quick Add: _____ [Add Course]

[Add Comment Entry]   28   [Move Up] [Move Down]

30

29   [OK]   [Cancel]

Instructions panel (right side):

26. Using the drop down Select Subject.

27. Using the middle arrows will move the selected subject in BOX 1 to BOX 2

28. If you selected more than one subject the 'move up

29. Click OK to submit the window

30. Click CANCEL to close this window

RED BOX: you do not need to fill all of these boxes in order to submit for this section)

Comment: add a comment

Sequence: uses & between 2 or more courses

Cross reference: this is not something we typically use

OR class: Either OR 1 or more courses

Hours: UNITS

Foot notes: Reference point

Quick add: can be used to add a course in box 2. If a course is not yet added to the system in box 2 the course will read as Not Found

Below you will find the example of what the Course list looks like when you click OK.

Required Courses ⓘ

Course List

CDV 225   Infant Development - FROZEN

Major Core Units	[ ]	**31**
General Education Units	43	**32**
Concentration Units	[ ]	**33**
Statutory Units	6	**34**
GWAR Units	3	**35**
GE, GWAR, and/or Statutory Requirement Double Counted Units	[ ] *Subtracts from total units*	**36**
Free Electives	[ ]	**37**
Total Units	52	**38**

Total units for undergraduate degrees may not exceed 120 units. Concentration units cannot be more than 49% of major core as mandated by EO 1071

31-38.
Please note steps 31-38 are subject to change based on #'s 14 and 15 selection

Please enter:
o Major Core Units
o General Education Units
o Concentration Units
o Statutory Units
o GWAR Units
o GE, GWAR and/or statutory Requirement double count units
o Free Electives
o Total Number of units

This section is still being worked on by COURSELEAF the numbering is not adding correctly

Assessment Plan

To enter the information for the assessment plan:
1. Click on the table icon in the dialog box and select 'Pre-defined Table' from the drop-down menu and click 'Ok.'
2. Once the new drop-down menu appears, select 'Assessment Plan' and click 'Ok. '
3. Enter PLO information and identify which ILO(s) it meets and the subsequent questions.
4. To add each PLO, select 'New Row' and answer the questions as previously instructed.

39

Click on the table icon following the BLUE arrow

Assessment Plan

[toolbar: B I U x² x₂ Normal Styles Ω Source]

Alignment with Undergraduate ILO(s)

• **Communication** - Communicate clearly and collaborate effectively in a range of social, academic, and professional contexts, both orally and in writing.

• **Critical Thinking** - Think critically and creatively and apply qualitative and quantitative reasoning to address complex challenges and everyday problems locally and globally.

• **Disciplinary Proficiency** - Demonstrate expertise in a specialized discipline of study and the ability to integrate its ideas, methods, theory and practice.

• **Engaged Citizenry** - Develop knowledge of diversity and multicultural competencies and ways to use that knowledge to promote equity and justice at local and global levels.

• **Information Literacy** - Locate, evaluate, and effectively use information in pursuit of discovery as preparation for continuous lifelong learning.

39a

Insert Formatted Table

Select Type:
Pre-Defined Table ▾

OK   Cancel

39b

Pre-Defined Table   ✕

Select Table:
Answers to Your Questions ▾

Pre-Defined Table   ✕

Select Table:
Assessment Plan ▾

OK   Cancel

Pre-Defined Table ✕

39c

Assessment Plan Table

Move Up

Move Down

Program Learning Outcome:

Aligned ILO:

When will this be assessed?:

In what class(es) will this be assessed?:

What evidence will be used (type of assignment):

Who will collect the evidence?:

How will the evidence be evaluated?:

How will the curriculum revision decisions if any be made?:

New Row | Delete Row

OK | Cancel

39c. Using this window, you will create the Assessment Plan Table

Answer the following questions.

To add another row to the chart, click on "New Row"

To delete a row in the chart, click on "Delete Row"

To move a row up or down click on either "move up or move down" buttons

Click OK when table is finished

39. EXAMPLES

Pre-Defined Table

Assessment Plan Table

TEST 1

Move Up
Move Down

Program Learning Outcome:	TEST 1
Aligned ILO:	TEST 1
When will this be assessed?:	TEST 1
In what class(es) will this be assessed?:	TEST 1
What evidence will be used (type of assignment):	TEST 1
Who will collect the evidence?:	TEST 1
How will the evidence be evaluated?:	TEST 1
How will the curriculum revision decisions if any be made?:	TEST 1

New Row   Delete Row

OK   Cancel

Pre-Defined Table   ✕

Assessment Plan Table

TEST 1
TEST 2

Move Up
Move Down

Program Learning Outcome:	TEST 2
Aligned ILO:	TEST 2
When will this be assessed?:	TEST 2
In what class(es) will this be assessed?:	TEST 2
What evidence will be used (type of assignment):	TEST 2
Who will collect the evidence?:	TEST 2
How will the evidence be evaluated?:	TEST 2
How will the curriculum revision decisions if any be made?:	TEST 2

New Row   Delete Row

OK   Cancel

Assessment Plan

Pre-Defined Table

Program Learning Outcome	Aligned ILO	When will this be assessed?	In what class(es) will this be assessed?	What evidence will be used (type of assignment)	Who will collect the evidence
TEST 1	TEST 1	TEST 1	TEST 1	TEST 1	TEST
TEST 2	TEST 2	TEST 2	TEST 2	TEST 2	TEST

Curriculum Map

Click on '+' to enter each program learning outcome. Once the dialogue opens:

1. Enter PLO in the PLO text box.
2. Enter the course subject and number of the course that supports the outcome entered.
3. Select the proficiency level via the dropdown menu for the course entered.
4. To enter additional courses that support the outcome, click the green '+' sign in the course table and enter the new course subject and number, and select the proficiency level.

40

Program Learning Outcome

Curriculum Map

Program Learning Outcome

41a

Courses that support this outcome

Course Code	Proficiency	
	Select... ∨	⊗

41b

41c

Save   Cancel

42   **43**

40. Enter the PLO in the PLO text box by using the GREEN (+)

When clicking on the green + a second window will pop out (36a) "Curriculum Map"

41a Enter the Program Learning Outcome

41b Enter the course subject and number of the course that support the outcome entered

41c. Using the dropdown select the proficiency level for the course entered

To add another row, use the GREEN (+)

To Delete a row, use the RED (X)

Roadmaps

FOR UNDERGRADAUTE PROGRAMS: Using the table function in the dialog box, select 'Plan of Study' to build the 2-year and 4-year roadmap. Be sure to include G.E. courses, a GWAR-certifying course, and the American Institutions course requirements (HIS 101 and POL 101). See the sample G.E. templates for guidance. To add the roadmap:

1. Click on table icon and select 'Plan of Study Grid' then click ok.
2. In the right window, select 'First Year' from the 'Year' dropdown and select the term from the 'Term' dropdown.
3. In the left window, select the subject to select the courses you would like to include in the roadmap.
4. To add a new term, change the term.
5. To add another year to the roadmap, select the subsequent year (i.e. Second Year).
6. Use the same steps to enter the 2-year roadmap

44

44. Click on the table icon

Please note you will follow these same steps for all roadmaps
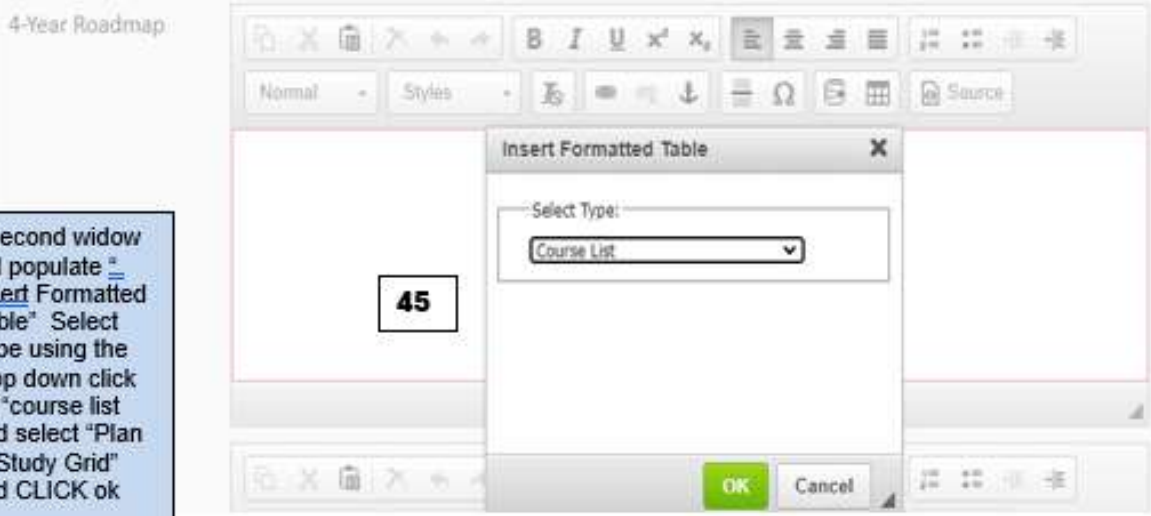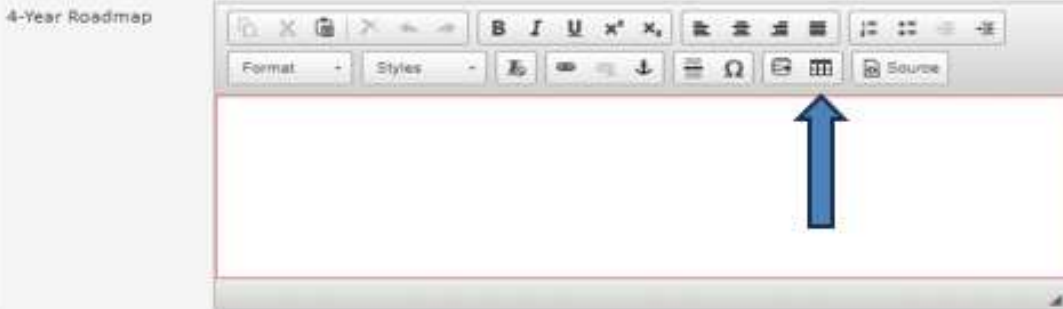
45. A second widow will populate "Insert Formatted Table" Select Type using the drop down click on "course list and select "Plan of Study Grid" and CLICK ok

45

Insert Formatted Table

Select Type:
Course List

OK   Cancel

Plan of Study Grid

Select Subject...

Year: Select Year...
Term: Select Term...

46

47

Box 2

>>
<<

Comment:
Sequence:
Cross Reference:
Or Class:
Hours:
Footnote:

Box 1

Quick Add: _____ Add Course

Add Comment Entry

Move Up   Move Down   49

50   OK   Cancel   51

46. Using the drop down Select Subject.

47. Using drop down select YEAR and TERM

48. Using the middle arrows will move the selected subject to the other side

49. If you selected more that one subject the 'move up

50. Click OK to submit the

Below you will find the example of what the road map looks like when you click OK. To make the window larger, you can extend this by clicking on the corner arrow.

4-Year Roadmap

Format · Styles · B I U x² x₂ ≡ ≡ ≡ ≡ ≡ Ω ⊞ Source

Plan of Study Grid

Junior		
SPRING		HOURS
CDV 150	Intro Child Development	3
	Hours	3
	Total Hours	3

What do the following mean? (you do not need to fill all of these boxes in order to submit for this section)

Comment: add a comment

Sequence: uses & between 2 or more courses

Cross reference: this is not something we typically use

OR class: Either OR 1 or more courses

Hours: UNITS

Foot notes: Reference point

Quick add: can be used to add a course in box 2. If a course is not yet added to the system in box 2 the course will read as Not Found

Planning, Accreditation and Articulation

Planned Year 1 Fall Course Offerings

52 | Code | Title |

Planned Year 1 Spring Course Offerings

54 | Code | Title |

Planned Year 2 Fall Course Offerings

55 | Code | Title |

Planned Year 2 Spring Course Offerings

56 | Code | Title |

Planned Year 3 Fall Course Offerings

57 | Code | Title |

Planned Year 3 Spring Course Offerings

58 | Code | Title |

Describe how accreditation requirements will be met, if applicable, and the anticipated date of accreditation request (including the WASC Substantive Change process).

59 [text box]

For undergraduate programs, specify planned provisions for articulation of the proposed major with community college

60 [text box]

CourseLeaf - Select Course - G... — □

nextcatalog.csudh.edu/courseleaf/coursel

Select Subject... ✔

53

Chemistry (CHE) ✔

CHE 102 Chemistry For The Citizen

Chemistry (CHE) ✔

CHE 102 Chemistry For The Citizen
CHE 103 Chemistry Lab for the Global Citizen
CHE 108 Introduction to College Chemistry
CHE 110 General Chemistry I
CHE 112 General Chemistry II
CHE 230 Quantitative Analysis
CHE 300 Organic Chemistry I
CHE 301 Organic Chemistry Lab I
CHE 302 Organic Chemistry II
CHE 303 Organic Chemistry Lab II
CHE 310 Organic Chemistry I
CHE 311 Organic Chemistry Lab I
CHE 312 Organic Chemistry II
CHE 313 Organic Chemistry Laboratory II

Quick Add: [   ] Add Course

Add Selected   Close   **53a**

52. Using the GREEN (+) to add the Planned Year 1 Fall Course Offerings

53. When clicking on the (+) a second window will populate. Using the drop down, select the subject

53a. Once you selected the subject course, click on "Add Course" and repeat these steps until you have added all courses

54. Using the GREEN (+) to add the Planned Year 1 Spring Course Offerings

55. Using the GREEN (+) to add the Planned Year 2 Fall Course Offerings

56. Using the GREEN (+) to add the Planned Year 2 Spring Course Offerings

57. Using the GREEN (+) to add the Planned Year 3 Fall Course Offerings

58. Using the GREEN (+) to add the Planned Year 3 Spring Course Offerings

59. Type in answer for the accreditation requirement

60. Type in answer for Undergraduate program

Rationale

Descriptive Overview

The first sentence should describe the program's purpose clearly and succinctly. For example, "This program is designed to . . ." or "The purpose of the program is to . . ." will help to define and describe the program's content knowledge. Define program strengths as the compelling or unique features that will draw candidates to apply and ultimately enroll. The overview also requires a statement of how the program fits with the institutional mission or institutional learning outcomes. Simply stating "This programs fits with the institutional mission" is not sufficient. Instead, state the actual mission statement or expected outcomes of the institution and describe in several sentences how the program fits, complements, augments, or extends the mission. Then, provide a justification for offering the program. The justification is critical as it forms the basis of the argument for requesting approval to offer the proposed program.

Brief Descriptive Overview of Proposal or Changes

> **61**

Purpose and strengths

> **62**

Fit with institutional mission

> **63**

Compelling reasons for offering program

> **64**

Societal and Public need for the proposed degree major program

List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program

> **65**

Describe the differences between the proposed program and programs listed above.

> **66**

List other curricula currently offered by the campus that are closely related to the proposed program.

> **67**

Describe the community participation, if any, in the planning process. This may include prospective employers of graduates.

> **68**

Provide applicable workforce demand projections and other relevant data

> **69**

Provide data evidence of the information requested.

> **70**

61. In the description box insert a brief description overview of proposal or changes

62. In the box insert your answer as to what are is the purpose and strengths

63. In the box insert your answer as to how the program fits with the institutional mission

64. In the box answer compelling reasons for offering the program

65. In the description box list other CSU campuses currently offering or projecting the proposed degree

66. In the description box describe the difference between the proposed program and programs listed in #54

67. In the description box list other curricula currently offered by the campus that are closely related to the proposed program

68. In the description box describe the community participation, if any in the planning process.

69. In the description box provide applicable workforce demand projections and other relevant data.

70. In the description box provide evidence of the information requested.

CSUDH

Resources

71

List faculty who will teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs.

Name	Appointment Status	Rank	

Faculty

Name	[ ] 71a
Rank	Select...
Appointment Status	Select...
Highest Degree Earned	Select...
Field	[ ]
Date Earned	[ ]
Professional Experience	[ ]
Affiliations with other campus programs	[ ]

Save Cancel

72 73

71. Using the GREEN (+) to list the faculty who will teach in the program. When clicking on the Green (+) a second window will pop up

71a. Enter the faculty information

Continue this process until you have entered all faculty who will be teaching this program.

72. Save changes button to save your work

73. Cancel button will cancel your request.

Additional Support Resources Required

Describe additional faculty or staff support positions needed to implement the proposed program.

74 [   ]

Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years.

75 [   ]

Indicate additional library resources that will be (1) needed to implement the program, and (2) needed during the first two years after initiation.

76 [   ]

Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation.

77 [   ]

If your program uses a course that is NOT offered by your department

Identify departments that offer courses included in your program or that may be impacted in some way by the implementation of this proposed program.

Affected Department(s)

Department	
Select... ⌄	❌

78

Curriculum Register Synopsis

Include summary of proposal and a summary of the rationale to be published in the Curriculum Register for campus-wide sharing.

79 [   ]

---

74. In the description box describe additional faculty or staff support positions needed to implement the proposed program

75. In the description box describe the amount of additional lecturer and/or laboratory space required to initiate and to sustain the program over the next 5 years.

76. In the description box indicate additional library resources that 1. Needed for implementation program and 2 needed during the first 2 year

77. In the description box indicate academic technology, equipment, or specialized materials that will 1 needed to implement the program, and 2 needed during the first 2 years after initiation

78. If the program uses a course that is NOT offered by your department, Identify department that offers courses included in your program OR that may impact in some way by implementation of this proposed program

Use the GREEN (+) to ADD
Use the RED (X) to DELETE

79. In the description box insert a summary of personal and a summary of the rationale to be published in the Curriculum Register for campus wide sharing.

Consultation Information

Impact Statements

Section to be completed by department chair and college dean in workflow. No response needed from proposer.

Department Chair Impact Statements

Is the required expertise available among existing faculty to teach in the program? **80**

○ Yes ○ No

Are additional facilities required for the program? **81**

○ Yes ○ No

82

Is additional equipment (computers, server allocation, laboratory equipment, etc.) needed to support the program?

○ Yes ○ No

83

Please list and fully explain any additional resources needed for the program

[text box]

Department Chair and/or Program Coordinator Comments **84**

[text box]

College Dean Impact Statements

Explain the program's alignment with the University's mission. **85**

[text box]

Explain the program's alignment with the College's goals and objectives. **86**

[text box]

Are the College's current year faculty workload and support positions (i.e., clerical, technical, etc.) sufficient to staff and support the program? **87**

○ Yes ○ No

Is the required expertise available among existing faculty? **88**

○ Yes ○ No

Are additional facilities required for the program? **89**

○ Yes ○ No

Is additional equipment (computers, server allocation, laboratory equipment, etc.) needed to support the program? **90**

○ Yes ○ No

Please list and fully explain the College's support for any additional resources needed. **91**

[text box]

College Dean Comments **92**

[text box]

This section is to be completed by Department Chair and College Dean

80. Select YES or NO to this question

81. Select YES or NO to this question

82. Select YES 3 or NO to this question

83. In the description box List and fully explain any additional resources needed for the program

84. In the description box enter Department chair and/or Program

This section is to be completed by College Dean

85. In the description box explain the program's alignment with the University's mission

86. In the description box explain the programs alignment with the college's goals and objectives

87. Select YES or NO to this question

88. Select YES or NO to this question

89. Select YES or NO to this question

90. Select YES or NO to this question

91. In the description box list and explain the college's support for any additional resources needed

92. In the description box insert College Dean comments

Graduate Council Chair Impact Statements

Does the program align with the standards for graduate curricula?   **93**
○ Yes   ○ No

Do the program admission policies align with current admission standards?   **94**
○ Yes   ○ No

Does the program's culminating experience meet the criteria as defined in Title V?   **95**
○ Yes   ○ No

Additional Comments   **96**

CCPE Dean Comments   **97**

USLOAC Comments   **98**

College Librarian Comments   **99**

Information Technology Comments   **100**

Curriculum review in CourseLeaf follows the same path of consultations and approvals as in the previous system, only now all documentation is collected and stored in CourseLeaf. Once "workflow" is started, courses and programs move through the CourseLeaf system for approval. Proposals are reviewed in the order they are received and typically take about two weeks for review at each step. Proposers can check the status of their proposal, as well as see any comments related to proposals, at any time in CourseLeaf. As in the previous system, documentation of necessary consultations is required for proposals to be posted in the Curriculum Register. Once proposals clear the Curriculum Register moratorium phase, they will move to the College Curriculum Committee and/or University Curriculum Committee for review.

101   **102**   **103**

Cancel   Save Changes   Start Workflow

This section is to be completed by Graduate Council, CCPE Dean, USLOAC, College Librarian, and Information Technology

93. Select YES or NO to this question

94. Select YES or NO to this question

95. Select YES or NO to this question

96. In the description box enter any additional comments

97. In the description box the CCPE Dean (if applicable) will enter their comments

98. In the description box the USLOAC will enter their comments

99. In the description box the College Librarian will enter their comments

100. In the description box the Information Technology team will enter their comments

101. Cancel button will cancel your request.

102. Save changes button to save your work and return to this later

103. Start Workflow to submit proposal into Course Leaf queue for review

Please note that by clicking the "Save Changes" button does not mean that the proposal was submitted to workflow.

Submitting a Program Modification

1. Go to https://nextcatalog.csudh.edu/programadmin/ It will take you to "Program Management Inventory" page
2. Log in using your CSUDH credentials

Program Management

Search, edit, add, and inactivate programs.

Use an asterisk (*) in the search box as a wild card. For example, MATH* will find everything that starts with "MATH", *MATH everything that ends with "MATH", and *MATH* everything that contains "MATH". The system searches the Program Code, Title, Workflow step and CIM Status.

Quick Searches provides a list of predefined search categories to use.

Number of Program	Program Name	Workflow	Status	Is Suspended
1	Accounting, Certificate	41 Curriculum Commi...	Modifying	No
2	Accounting, Master of Science			
3	Administrative Services, Preliminary Credential			No
4	Administrative Services, Clear Credential			No
5	Advertising and Public Relations, Bachelor of Arts			No
6	Advertising, Minor			

Viewing: 2 : Accounting, Master of Science

Last approved: 03/13/24 11:53 am

Last edit: 03/13/24 11:53 am

History

1. Aug 29, 2023 by chrig kaaysiene

3. Enter the Course Code you would like to search for REMEMBER ADD (*) after and click Search

3a. OR scroll using the grey box to find your course

4. Click on the green button "Edit Program" and a second "Program Management" will open, all boxes in red will be able to be modified.

When changes are complete you can 1 "Save Changes" and return to the program modification OR

2 "Start Workflow" to submit proposal to Curriculum Review

Please Note: when a proposal has been submitted for Curriculum Review (Start Workflow button was clicked) the edit function will not be available. Contact Academic Programs for support.

BUNDLING IN COURSELEAF

What is Bundling?

Bundling enables a CIM user to submit a group of course or program proposal changes together, allowing them to proceed through workflow as a single unit for approval or rollback.

Why Bundle?

Often in CourseLeaf, there are proposals that can be grouped together as a single package. Bundling allows CIM users to attach all these proposals together and route them through a unified workflow. Approvers can then review the entire package of requests, gaining a comprehensive view of the situation. They can either approve the bundled packet or roll it back as a cohesive unit

How do I Bundle?

Please Note: two or more people can work on bundling a packet however only proposals started by the same person can be bundled, so if proposer A starts the bundling then proposer B cannot bundle.

When to Bundle?

- **New Program + New Courses**
  - Chemical Engineering Major + CHEM 359 + CHEM 492 + ENGR 203
- **Two New Programs in the Same Discipline**
  - Pan-African Studies Major + Pan-African Minor (including supporting courses)
- **New Course to replace existing courses**
  - Create CNMA 103 Visual Storytelling + Delete CNMA 101 Storytelling in Film + Delete CNMA 102 Visual Aesthetics
- **Revised Related Programs**
  - Spanish Major + Spanish Minor

Create a Bundle

1. Go to https://nextcatalog.csudh.edu/programadmin/ It will take you to "Program Management Inventory" page
2. Log in using your CSUDH credentials

3. Search/ select the program you intend on modifying but using the typing in the search, click on the program.

4. Click "Edit Program"
   - make the changes to the program modification click "Start Workflow" toward the bottom of the page

5. The "Choose Proposals to Bundle" window will open.
6. Select any proposal you would like to bundle together for approval. ONLY proposals you gave saved are available to bundle.
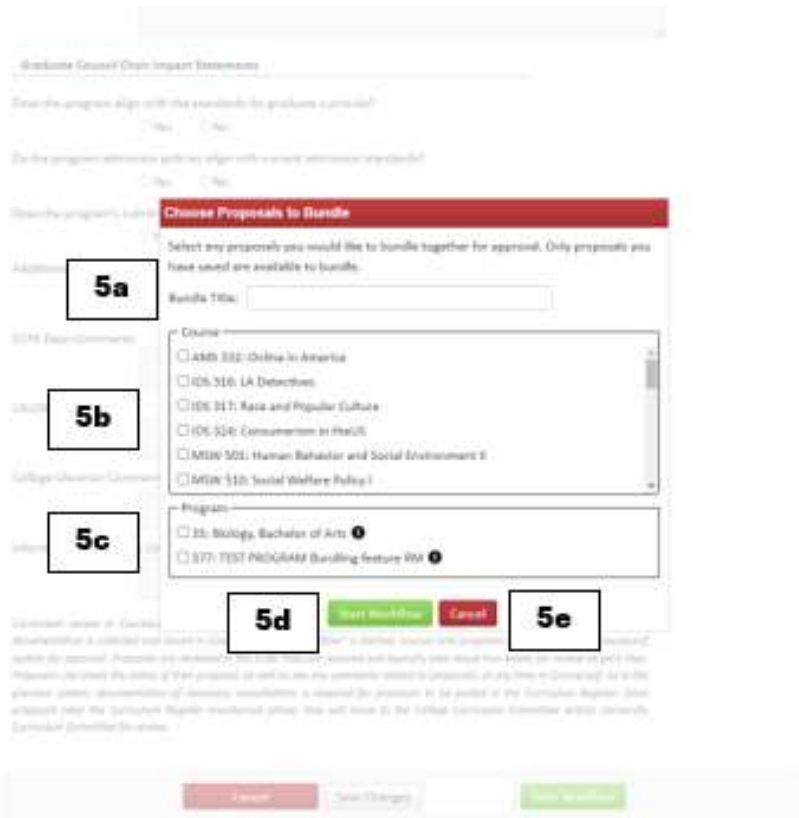
5a. Type "Bundle Title".

5b. In the "Course" box check the course that will be bundled

5c. In the "Program" box select the program that will be bundled.

5d. Click "Start workflow" and CourseLeaf will bundle.

5e. Click "Cancel" if you wish to not bundle or close the window.

Example of a Bundle: Courses are listed, and the Program is listed below.

The program has been submitted for Curriculum Review
- Bundle title
- Courses
- Program bundled
- "In Workflow" window to the right shows the bundle status.

Submitting Miscellaneous Request(s)

AMP PROJECTED DEGREE PROPOSAL

1. Go to: https://nextcatalog.csudh.edu/miscadmin/

Miscellaneous Request Management

Name	**1**
Email	**2**
Phone	**3**
Department	**4**
Request Title	**5**
Request Type	AMP Projected Degree Proposal **6**
College	Select... **7**

AMP Projected Degree Proposal

https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/program-development/Documents/projected-degreeproposal-rev.docx

Please download and complete the above document, then upload as a Word document here:

Projected Degree Proposal Template   **Attach File**   Uploaded Files:

8   Files To Be Uploaded:

Cancel **9**   Save Changes **10**   **Start Worfklow** **11**

---

1. Insert your Name

2. Insert your Email

3. Insert your Phone extension

4. Insert your Department Name

5. Insert the Title of your Request (ie)..

6. Use the dropdown to select "AMP Projected Degree Proposal.

7. using the dropdown select your college

BLUE Arrow: Click on this link to access the AMP form

8. Upload the AMP Degree proposal form

9. "Cancel" button to cancel your request

10. "Save changes" button to save your work and return to this later

11. "Start Workflow" to submit proposal into Course Leaf queue for review

Please note that by clicking the "Save Changes" button does not mean that the proposal was submitted to workflow.

DECISION APPEAL
Go to: https://nextcatalog.csudh.edu/miscadmin/

Miscellaneous Request Management

Field	
Name	**1**
Email	**2**
Phone	**3**
Department	**4**
Request Title	**5**
Request Type	Decision Appeal **6**
College	Select... **7**

Appeal

Type of Decision Appeal
- ☐ University Curriculum Committee
- ☐ College Curriculum Committee **8**

Provide rationale for your appeal:

9

Supporting Documents — Attach File **10** — Uploaded Files: — Files To Be Uploaded:

College Curriculum Committee Chair Statements

Recommendation/Proposed Amendments **11**

Cancel **12** — Save Changes **13** — Start Workflow **14**

Instructions:

1. Insert your Name
2. Insert your Email
3. Insert your Phone extension
4. Insert your Department Name
5. Insert the Title of your Request (ie).
6. Use the dropdown to select "Decision Appeal".
7. using the dropdown select your college
8. Select who are you appealing to: UCC or CCC
9. Type in the rationale for your appeal.
10. Attach file: attach any supporting documents
11. College Curriculum Committee Chair Statements may provide Recommendation/ proposed amendments
12. "Cancel" button to cancel your request
13. "Save Changes" button to save your work and return to this later
14. Start Workflow to submit proposal into Course Leaf queue for review

Please note that by clicking the "Save Changes" button does not mean that the proposal was submitted to workflow.

NEW SUBJECT PREFIX

Go to: https://nextcatalog.csudh.edu/miscadmin/

1. Insert your Name

2. Insert your Email

3. Insert your Phone extension

4. Insert your Department Name

5. Insert the Title of your Request (ie)...

6. Use the dropdown to select "New Subject Prefix".

7. Using the dropdown select your college

8. Insert the New Prefix request

9. Type in the rationale for your new prefix request

10. Attach file: attach any supporting documents

11. College Curriculum Committee Chair Statements may provide Recommendation/ proposed amendments

12. Cancel button to cancel your request

13. Save changes button to save your work and return to this later

14. Start Workflow to submit proposal into Course Leaf queue for review

Please note that by clicking the "Save Changes" button does not mean that the proposal was submitted to workflow.

OBJECTIONS

Go to: https://nextcatalog.csudh.edu/miscadmin/

Miscellaneous Request Management

Name — 1

Email — 2

Phone — 3

Department — 4

Request Title — 5

Request Type — Objection — 6

College — Select... — 7

Objection

Type of Objection — ☐ Course ☐ Program ☐ Other ☐ Prefix — 8

What is your objection? — 9

Provide rationale for your objection. — 10

Supporting Documents — Attach File — Uploaded Files: — Files To Be Uploaded: — 11

College Curriculum Committee Chair Statements

Recommendation/Proposed Amendments — 12

Cancel — 13   Save Changes — 14   Start Workflow — 15

1. Insert your Name

2. Insert your Email

3. Insert your Phone extension

4. Insert your Department Name

5. Insert the Title of your Request (i.e. Objection to IDS 326)

6. Use the dropdown to select "Objection".

7. Using the dropdown select your college

8. Select the type of Objection

9. Type in your Objection

10. Type in your rationale for your Objection

11. Attach any supporting documents

12. College Curriculum Committee chair will provide their recommendations

13. Cancel button will cancel your request.

14. Save changes button to save your work and return to this later

15. Start Workflow to submit proposal into Course Leaf queue for review

Please note that by clicking the "Save Changes" button does not mean that the proposal was submitted to workflow.

PILOT ONLINE/HYBRID REQUEST

*** PLEASE NOTE you may only pilot request online/hybrid 2 times, if request has been made more than 2 times proposal will need to go through the Curriculum Review process again. To find out if the proposal has maxed out the number of times the potential proposal has been piloted, please contact Academic Programs.

Go to: https://nextcatalog.csudh.edu/miscadmin

Miscellaneous Request Management

Name	**1**
Email	**2**
Phone	**3**
Department	**4**
Request Title	**5**
Request Type	Pilot Online/Hybrid Request ⌄ **6**
College	Select... ⌄ **7**

Pilot Online/Hybrid Request

Proposed Pilot Term **8**

Course information | Code | Title | ⊕ **9**

Briefly describe the instructor(s) preparations/experience for online/hybrid teaching: **10**

Describe how the instructor(s) will ensure student engagement with other students: **11**

Describe how the instructor will ensure student engagement with the instructor: **12**

Describe how the instructor will ensure student engagement with the material: **13**

Provide information for dean's review: **14**

CSUDH policy AA 2017-10 states that courses may only be piloted two times in an online/hybrid modality and that they must be approved each time.

Supporting Documents — [Attach File] **15** — Uploaded Files: / Files To Be Uploaded:

[Cancel] **16** [Save Changes] **17** [Start Workflow] **18**

1. Insert your Name

2. Insert your Email

3. Insert your Phone extension

4. Insert your Department Name

5. Insert the Title of your Request (ie CDV 300 online/hybrid Pilot Request)

6. Use the dropdown to select "Pilot Online/Hybrid Request".

7. Using the dropdown select your college

8. Insert the proposed pilot term

9. Use the GREEN (+) sign to add course information

10-14 Insert applicable information

15. Use "Attach File" button to upload supporting documents

16. Cancel button will cancel your request.

17. Save changes button to save your work and return to this later

18. Start Workflow to submit proposal into Course Leaf queue for review

Please note that by clicking the "Save Changes" button does not mean that the proposal was submitted to workflow.

RESERVED COURSE REQUEST

Go to: https://nextcatalog.csudh.edu/miscadmin

Miscellaneous Request Management

Name		**1**
Email		**2**
Phone		**3**
Department		**4**
Request Title		**5**
Request Type	Reserved Course Request ▾	**6**
College	Select... ▾	**7**

Request To Activate/Update a Reserved Course

Provide requested information in order to activate/update a reserved course. For questions related to reserved courses, please contact the Office of Academic Programs via creview@csudh.edu

NOTE: Submit a separate form for each type of reserved course requested.

Course Subject	Select... ▾	**8**
Course Type	Select... ▾	**9**
Academic Level	Select Academic Level... ▾	**10**
Course Number	Select Course Number... ▾	**11**
Units		**12**

Prerequisite course(s): List all required and recommended prerequisite courses:

Course Code	Required/Recommended	
	Select... ▾	⊗ ↕ **13**

Co-requisite course(s): List all required and recommended co-requisite courses:

Course Code	Required/Recommended	
	Select... ▾	⊗ ↕ **14**

Course Description as it will appear in the University Catalog:

	15

40 words remaining

Instructions:

1. Insert your Name

2. Insert your Email

3. Insert your Phone extension

4. Insert your Department Name

5. Insert the Title of your Request (i.e. Reserved Course Request for: CSC 300)

6. Use the dropdown to select Reserve Course Request" Request".

7. Using the dropdown select your college

8. Using the drop down, select Course Subject.

9. Using the drop down select Course Type

10. Using the drop down select the Academic Level

11. Using the drop down select the Course Number.

12. Enter the number of Units

13. Enter the course code and using the drop down select the required/ recommended for (if applicable) for Prerequisites
Use the (+) to add
Use the (X) to delete

14. Enter the course code and using the drop down select the required/ recommended for (if applicable) for Co-requisites
Use the (+) to add
Use the (X) to delete

15. Enter course description

| | Grading Method | Select... ⌄ | **16** | |
| Repeatable for credit? | ○ Yes ○ No | **17** | | |

Components	CS #	Component	Graded Component	Units	⊕
	Select... ⌄	Select... ⌄	Select... ⌄		⊗ **18**

Mode of Instruction
☐ Lecture ☐ Seminar **19**
☐ Laboratory ☐ Activity
☐ Production ☐ Supervision

Delivery Method
☐ Face-to-face **20**
☐ Online
☐ Hybrid

Enrollment Restriction(s): **21**

Typically Offered
☐ Fall ☐ Every other fall
☐ Spring ☐ Every other spring **22**
☐ Summer ☐ Winter
☐ Offered as needed

Supporting Documents [Attach File]   Uploaded Files:

23   Files To Be Uploaded:

[Cancel] [Save Changes]   [Start Workflow]

24   **25**   **26**

16. Using the drop down select the grading method

17. Click either YES or NO if the course is Repeatable for credit.

18. Using the drop down insert course components, and type in the number of units.
Use the (+) to add
Use the (X) to delete

19. Select the Mode of Instruction

20. Select the Method of delivery

21. Type in (if any) Enrollment Restrictions

22. Select all that apply, when the course will be Typically Offered

23. Use "Attach File" button to upload supporting documents

24. Cancel button will cancel your request.

25. Save changes button to save your work and return to this later

26. Start Workflow to submit proposal into Course Leaf queue for review

Please note that by clicking the "Save Changes" button does not mean that the proposal was submitted to workflow.

Course Numbers Reserved for Specific Course Type

To assist in the identification of courses common to several academic programs, the following numbers have been assigned for exclusive use:

490/590/790	Senior/Graduate/ Doctoral Seminars
294/494/594/794	Independent Study
495/595/795	Selected/Variable Topic courses. This number should also be used for experimental courses offered prior to curriculum review and approval.
496/596/796	Undergraduate/Graduate/ Doctoral Internship
497/597/797	Undergraduate/Graduate/ Doctoral Directed Reading
498/598 /798	Undergraduate/Graduate/ Doctoral Directed Research
499/599/799	Undergraduate/Graduate/ Doctoral Capstone Activity: Thesis/ Project, Comprehensive Examination or Dissertation

For 'Reserved Courses' the proposing department submits a memo to the appropriate administrator. The memo must contain the following information:

1. Course Prefix
2. Course Number
3. Course Title
4. Course Description
5. Units
6. Course Requisites (pre- and/or co-)
7. Course Restrictions (restricted to majors, must have senior standing, etc.)
8. Grading Method
9. Mode of Instruction (i.e. C/S #)
10. Method of Delivery/Learning Mode
11. Repeat rules
12. Typically Offered Information

The memo must be endorsed by the Dean's Office. Please send the memo to Academic Programs (Tracey Haney). Academic Programs will forward it for approval by the Graduate/Undergraduate Dean. Once approved, the course will be made available for scheduling and included in the catalog.

If you are going to make the course(s) required in the program, a proposal for program modification must be submitted; however, the program modification is subject to the full curriculum review process, including campus-wide sharing, review by the College Curriculum Committee and review by UCC.

SPECIAL TOPICS REQUEST
Go to: https://nextcatalog.csudh.edu/miscadmin

Miscellaneous Request Management

Name — **1**

Email — **2**

Phone — **3**

Department — **4**

Request Title — **5**

Request Type — Special Topic Request — **6**

College — Select... — **7**

Special Topic Request

Course Information — Code — Title — **8**

Full Topic Title — **9**

Abbreviated Topic Title — 30 characters remaining — **10**

NOTE: For a list of approved abbreviations, contact the Office of Academic Programs at nexus@csudh.edu.

Short Topic Title — 8 characters remaining — **11**

Course description for new course topics: — **12**

Supporting Documents — Attach File — **13** — Uploaded Files: — Files To Be Uploaded:

Cancel — **14** — Save Changes — **15** — Start Workflow — **16**

1. Insert your Name

2. Insert your Email

3. Insert your Phone extension

4. Insert your Department Name

5. Insert the Title of your Request (i.e. Special Topic Request for APP 325).

6. Use the dropdown to select "Special Topic Request".

7. Using the dropdown select your college

8. Use the GREEN (+) sign to add course code and title information. A new window will populate
   - Use drop down to select the subject
   - once selected, click on "Add Selected"

9. Enter Full Topic Title

10. Enter Abbreviated Topic title.

11. Enter Short Topic Tittle

12. Enter course description for new course topic

13. Use "Attach File" button to upload supporting documents

14. Cancel button will cancel your request.

15. Save changes button to save your work and return to this later

16. Start Workflow to submit proposal into Course Leaf queue for review

Please note that by clicking the "Save Changes" button does not mean that the proposal was submitted to workflow.
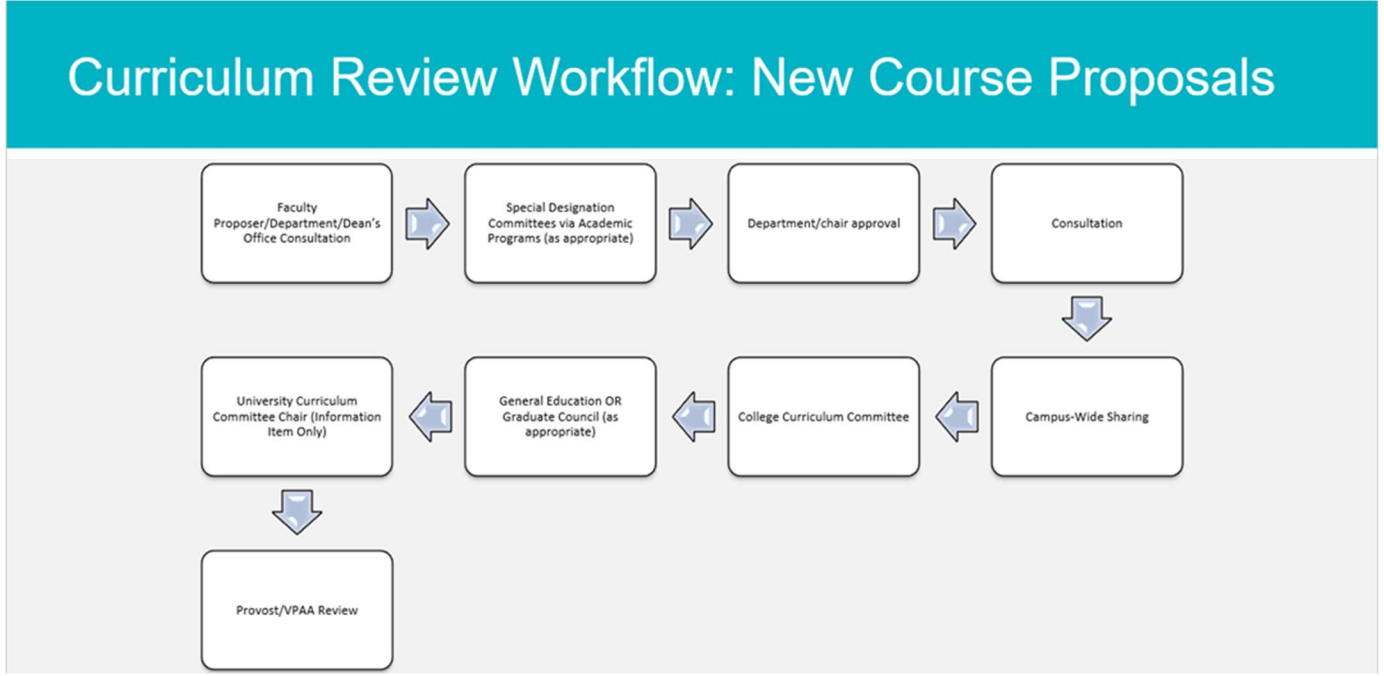
OTHER

Go to: https://nextcatalog.csudh.edu/miscadmin

Miscellaneous Request Management

Name _____ **1**

Email _____ **2**

Phone _____ **3**

Department _____ **4**

Request Title _____ **5**

Request Type Other ▾ **6**

College Select ▾ **7**

Request Details: _____ **8**

Supporting Documents [Attach File] Uploaded Files: _____ **9**

Files To Be Uploaded: _____

College Curriculum Committee Chair Statements

Recommendation/Proposed Amendments _____ **10**

[Cancel] [Save Changes] [Start Workflow]

11 **12** **13**

1. Insert your Name

2. Insert your Email

3. Insert your Phone extension

4. Insert your Department Name

5. Insert the Title of your Request Other: (your request)

6. Use the dropdown to select "Other".

7. Using the dropdown select your college

8. Enter request details

9. Use "Attach File" button to upload supporting documents

10. College Curriculum Committee Chair will enter their statement

11. Cancel button will cancel your request.

12. Save changes button to save your work and return to this later

13. Start Workflow to submit proposal into Course Leaf queue for review

Please note that by clicking the "Save Changes" button does not mean that the proposal was submitted to workflow.

PROPOSAL WORKFLOWS

New Course Proposal

Curriculum Review Workflow: New Course Proposals

Faculty Proposer/Department/Dean's Office Consultation → Special Designation Committees via Academic Programs (as appropriate) → Department/chair approval → Consultation → Campus-Wide Sharing → College Curriculum Committee → General Education OR Graduate Council (as appropriate) → University Curriculum Committee Chair (Information Item Only) → Provost/VPAA Review

Course Modification

Curriculum Review Workflow: Course Modification Proposals

Faculty Proposer/Department/Dean's Office Consultation → Special Designation Committees via Academic Programs (as appropriate) → Department/chair approval → Consultation → Campus-Wide Sharing → College Curriculum Committee → General Education (as appropriate) → University Curriculum Committee Chair (Information Item Only) → Provost/VPAA Review

New Program

Curriculum Review Workflow: New Program Proposals

```
Faculty Proposer → Dean, Provost & President Approval to get on AMP → Campus Wide Sharing #1 → Academic Programs submit WASC Substantive Change Screening Form → IF approved by BOT, Faculty develop full program proposal in consultation with Department Chair & College Dean

Dept chair impact ← USLOAC Consultation ← Library Consultation ← I.T. Consultation ← Affected dept

Department/Dean Consultation/CCPE Dean Consultation (as appropriate) → Department Approval → Campus-Wide Sharing #2 → College Curriculum Committee → Graduate Council (as appropriate)

Chancellor's Office Review ← President's Office ← Provost's Office ← University Curriculum Committee (UCC)
```

Program Modification

Curriculum Review Workflow: Program Modification Proposals

```
Faculty Proposer → Affected dept → I.T. Consultation → Library Consultation → USLOAC Consultation

College Curriculum Committee ← Campus Wide Sharing ← Department approval ← Dean Consultation & CCPE Dean Consultation (as appropriate) ← Dept chair impact

Graduate Council (as appropriate) → University Curriculum Committee → Provost/VPAA Review → Chancellor's Office Review (as appropriate)
```

Academic Programs I 2024 COURSELEAF GUIDE

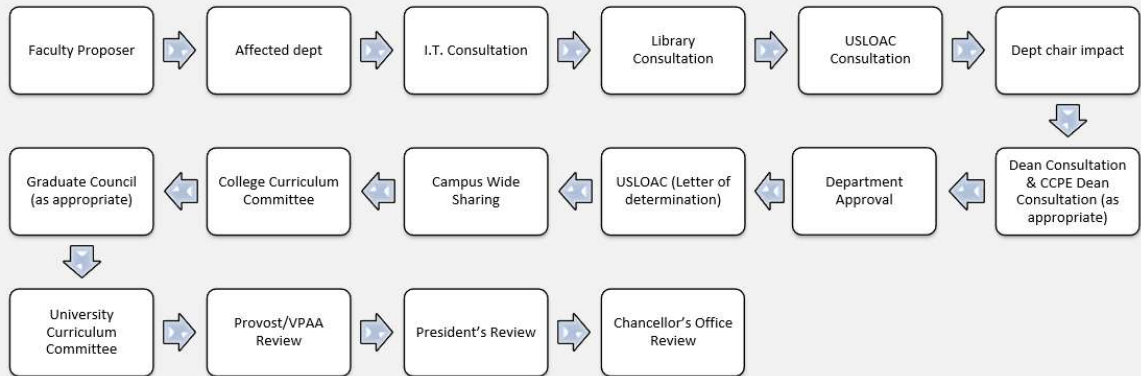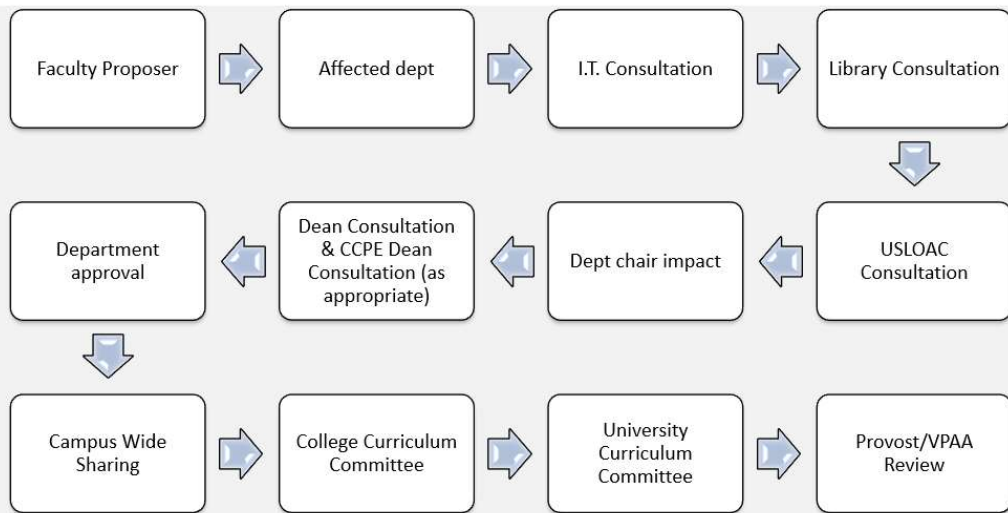**New Concentration/Option /Emphasis**

Curriculum Review Workflow: Request to Add a New Concentration/Option/Emphasis Proposals

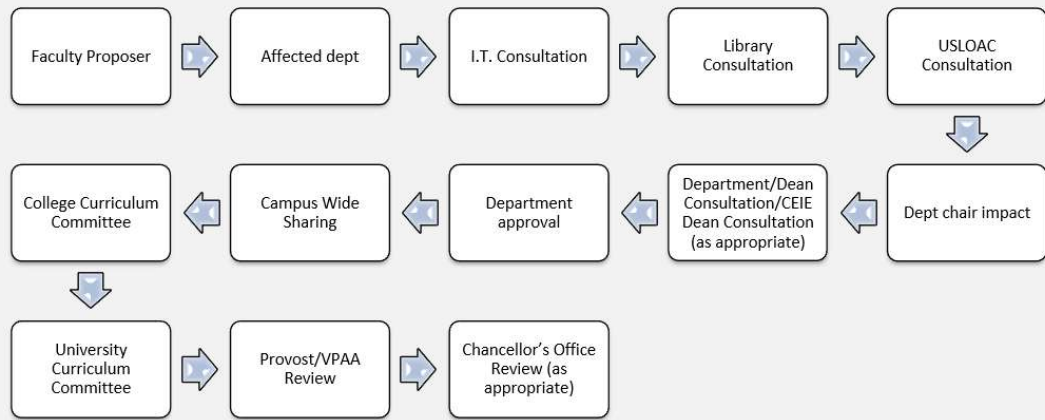Faculty Proposer → Affected dept → I.T. Consultation → Library Consultation → USLOAC Consultation → Dept chair impact → Dean Consultation & CCPE Dean Consultation (as appropriate) → Department Approval → USLOAC (Letter of determination) → Campus Wide Sharing → College Curriculum Committee → Graduate Council (as appropriate) → University Curriculum Committee → Provost/VPAA Review → President's Review → Chancellor's Office Review

New Minor

Curriculum Review Workflow: New Minor Proposals

Faculty Proposer → Affected dept → I.T. Consultation → Library Consultation → USLOAC Consultation → Dept chair impact → Dean Consultation & CCPE Dean Consultation (as appropriate) → Department approval → Campus Wide Sharing → College Curriculum Committee → University Curriculum Committee → Provost/VPAA Review

Academic Programs I 2024 COURSELEAF GUIDE

Program Discontinuation

Curriculum Review Workflow: Program Discontinuation Proposals

Faculty Proposer → Affected dept → I.T. Consultation → Library Consultation → USLOAC Consultation → Dept chair impact → Department/Dean Consultation/CEIE Dean Consultation (as appropriate) → Department approval → Campus Wide Sharing → College Curriculum Committee → University Curriculum Committee → Provost/VPAA Review → Chancellor's Office Review (as appropriate)

Reinstate a Program

Curriculum Review Workflow: 'Request to Reinstate a Suspended Program' Proposals

Faculty Proposer → Affected dept → I.T. Consultation → Library Consultation → USLOAC Consultation → Dept chair impact → Dean Consultation & CCPE Dean Consultation (as appropriate) → Department approval → Campus Wide Sharing → College Curriculum Committee → Graduate Council (as appropriate) → University Curriculum Committee → Provost/VPAA Review → Chancellor's Office Review
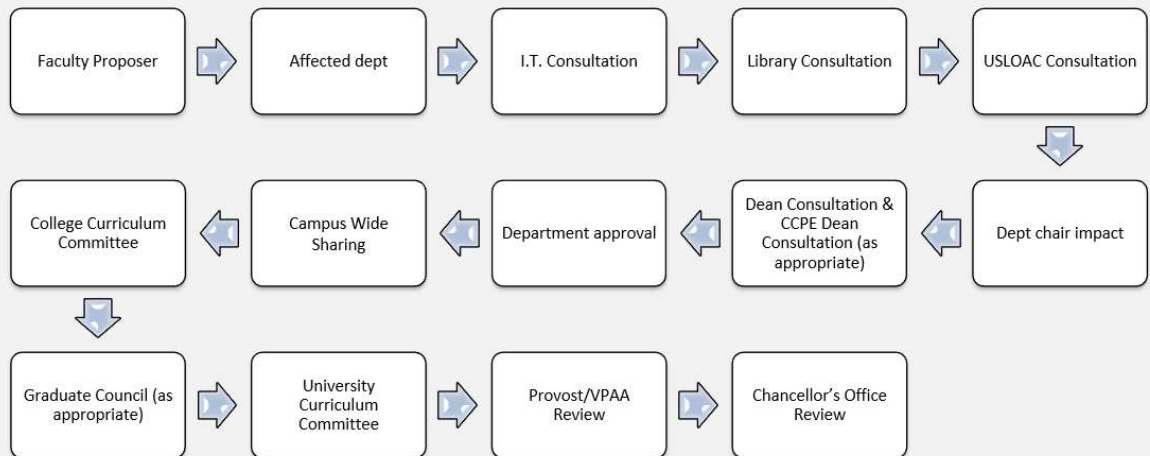
MISCELLNEOUS REQUEST WORKFLOW

Academic Programs have 8 MISC request forms in Course Leaf. Below you will find the workflows of these requests:

AMP Projected Degree Proposal

Curriculum Review Workflow: AMP Projected Degree Proposal (MISC CL)
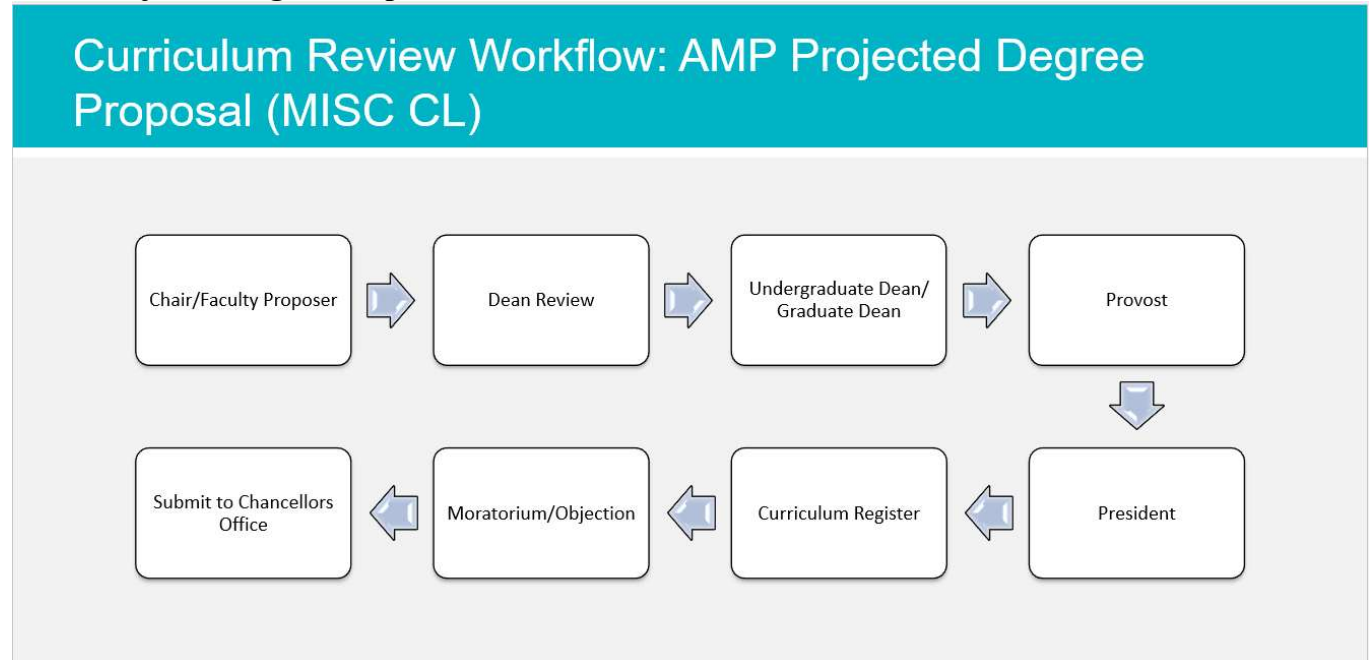
Decision Appeal (College & UCC)

COLLEGE
2. College Proposer
3. AP FYI
4. Undergraduate Dean/ Graduate Dean FYI
5. UCC FYI
6. College Curriculum Committee Chair
7. UCC
8. -UCC HOLD
   - CC Review/Vote
9. -Chair
7. Academic Programs

UCC
1. College Proposer
2. AP FYI
3. Undergraduate Dean/ Graduate Dean FYI
4. UCC
5. EPC
6. -EPC HOLD
7. EPC Review/Vote
8. -Chair
9. Academic Programs

Curriculum Review Workflow: Decision Appeal (College &/or UCC (MISC CL)
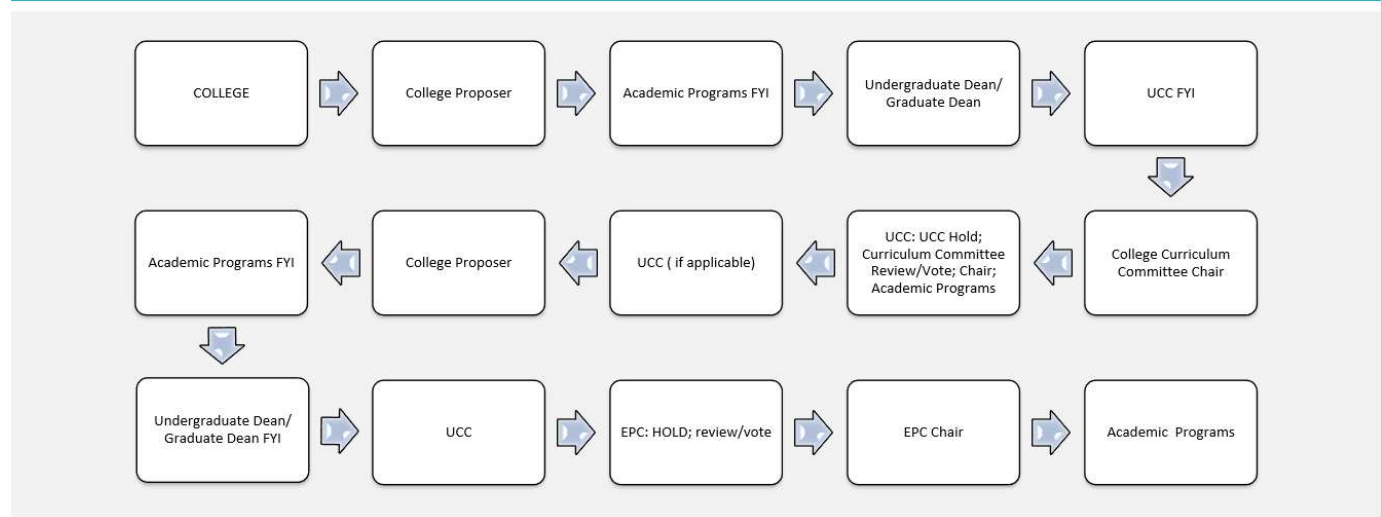
New Subject Prefix

Curriculum Review Workflow: New Subject Prefix (MISC CL)

Proposer → Academic Programs → Curriculum Register

Academic Programs ← UCC IF an Objection was made ← Moratorium/ Objection
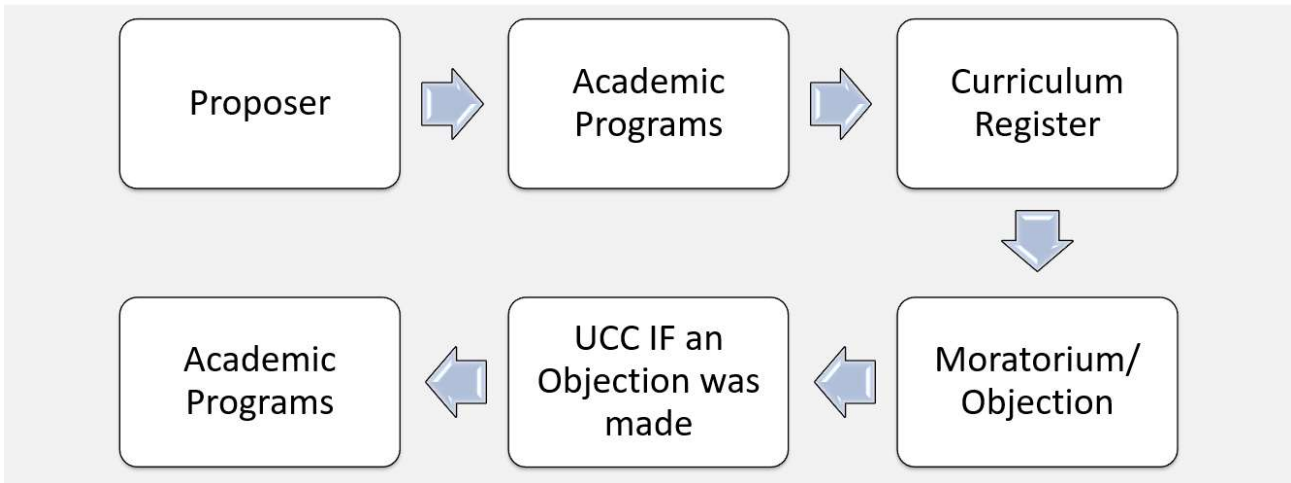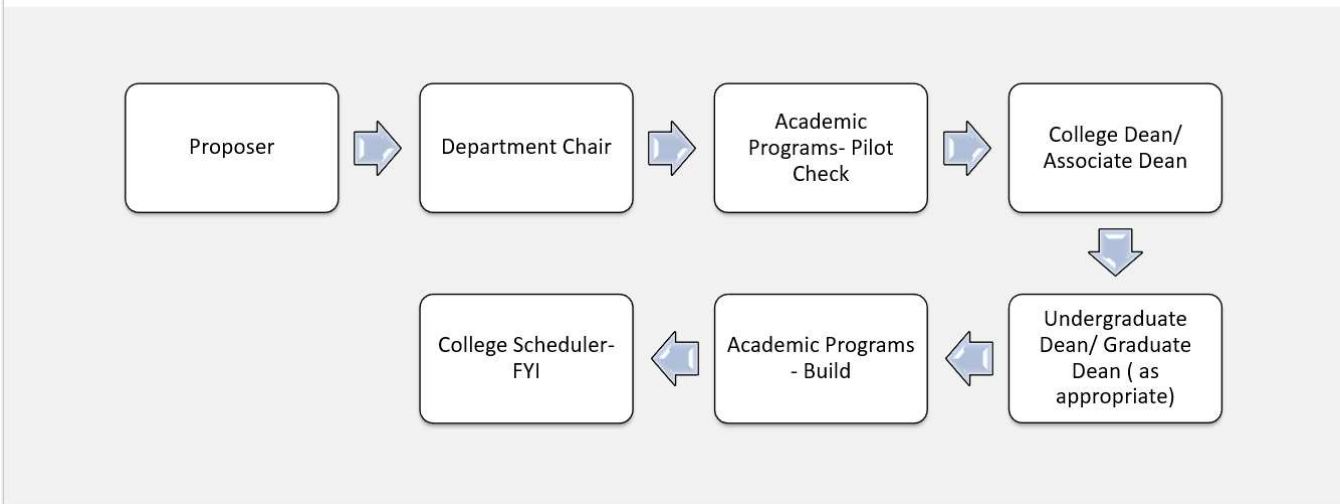
Objection(s)

1. Objector
2. College Curriculum Committee Chair
3. Original Proposer FYI
4. Original Proposer Dept Chair FYI
5. Undergraduate Dean/ Graduate Dean FYI
6. Academic Programs FYI
7. Department/ College Dean FYI

Pilot Online/Hybrid Request

Curriculum Review Workflow: Online/Hybrid Pilot (MISC CL)

Proposer → Department Chair → Academic Programs- Pilot Check → College Dean/ Associate Dean → Undergraduate Dean/ Graduate Dean (as appropriate) → Academic Programs - Build → College Scheduler- FYI

Request To Activate/Update a Reserved Course

Curriculum Review Workflow: Adding/Updating Reserved Courses via Course Leaf (MISC CL)

Proposer → Department Chair → College Dean/ Associate Dean → Undergraduate Dean/ Graduate Dean → Academic Programs → Scheduler FYI
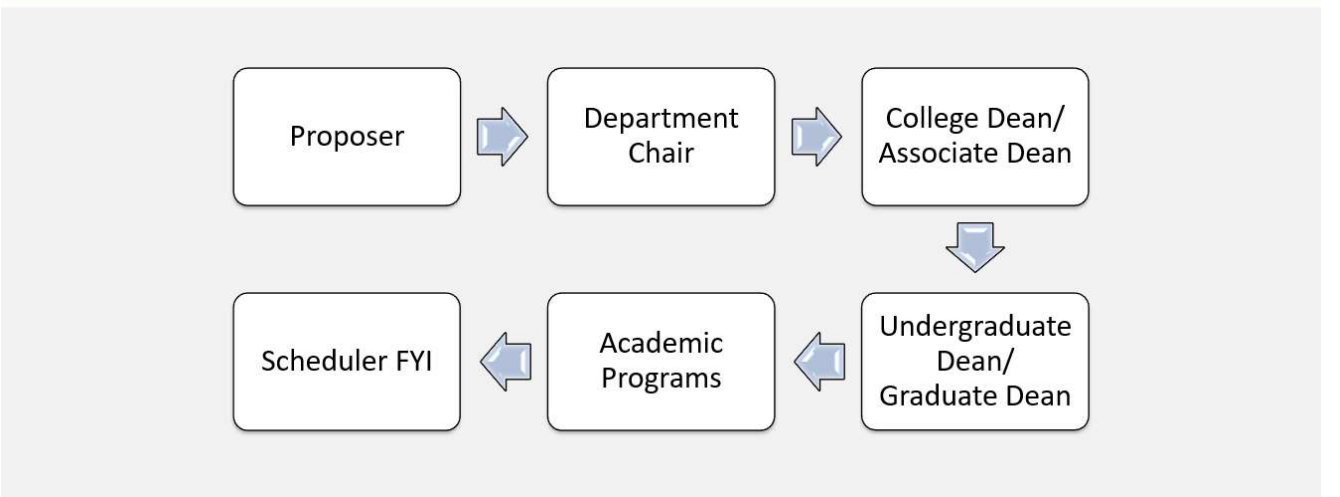
Special Topic Request

Curriculum Review Workflow: Adding/Updating Reserved Courses via Course Leaf (MISC CL)

Proposer → Department Chair → College Dean/ Associate Dean ↓

Scheduler FYI ← Academic Programs ← Undergraduate Dean/ Graduate Dean
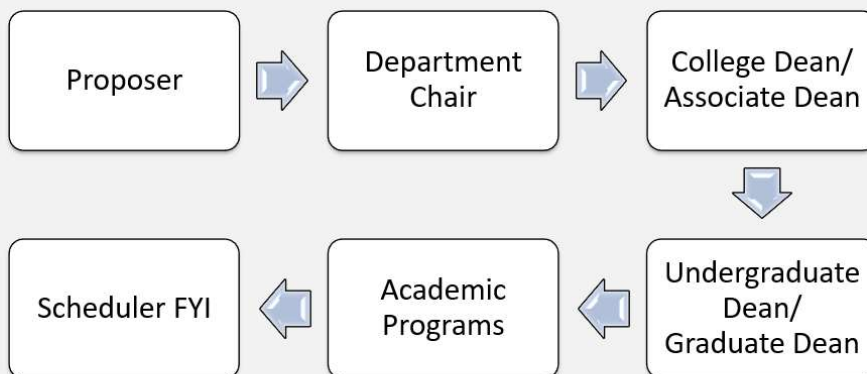
UNV Class Request

Curriculum Review Workflow: Adding/Updating Reserved Courses via Course Leaf (MISC CL)

Proposer → Department Chair → College Dean/ Associate Dean ↓

Scheduler FYI ← Academic Programs ← Undergraduate Dean/ Graduate Dean
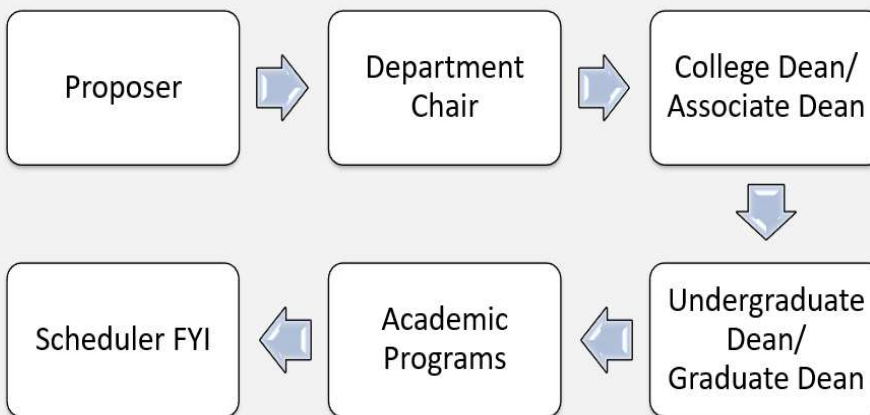
CURRICULUM REVIEW COMMITTEES

Curriculum Review Committees take place during the semester, as these are faculty driven committees and **DO NOT** meet during the summer and winter.

To access Curriculum Committee courses for review:

1. Go to: https://nextcatalog.csudh.edu/courseleaf/approve
2. Log in using your CSUDH credentials

The appearance of the eye icon next to the proposal in the bundle indicates if that proposal has been viewed.
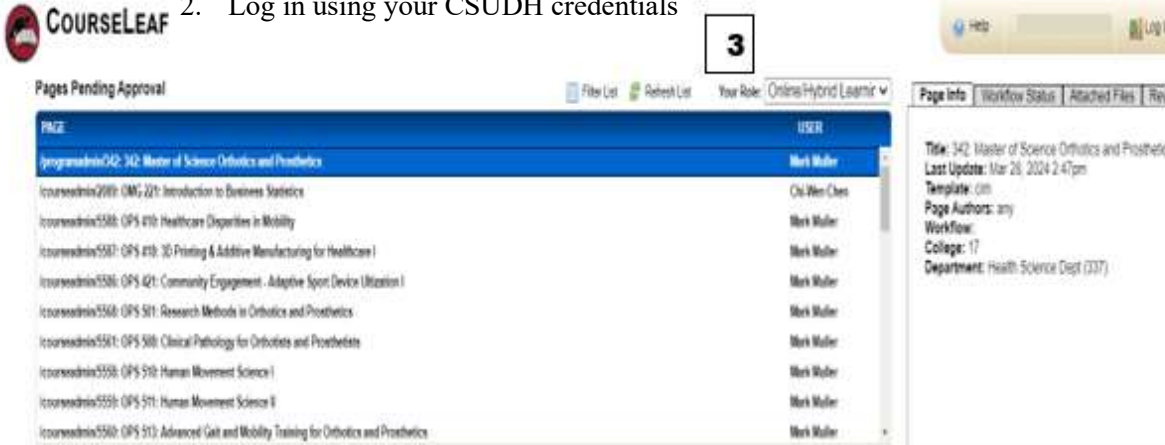
3. Locate the "Your Role" using the using the drop down click on the committee you are a member of ie. "Online/Hybrid Learning Committee" and the courses that are being reviewed will populate towards the bottom.

*** the agenda will inform committee members of the courses that are being reviewed with online/ or hybrid request

4. Click on the program/course that will be reviewed.

👁️‍🗨️ Proposal has not been reviewed

👁️ Proposal has been reviewed

When a committee reviews programs that are in a bundle. All the eyes will need to be opened in order to cast a vote (YES or NO).

DO NOT vote prior to meeting with the committee.

When the committee meets, **DO NOT** vote on a proposal unless directed by the committee chair. It is recommended to vote by hand first, (AP coordinator record voted in meeting minutes) then cast a vote in Course Leaf.

5. Committee members will cast their votes using the "Vote Required for Approval box" in this box you are to click "yes" or "no" and click Save to finalize the vote. Once the votes with a YES, the proposal will move forward to the next steps. IF a NO's were casted then the curriculum committee chair will then insert in the comments section their notice and roll the proposal back to proposer. Committee chair will then follow up with an email with details provided/discussed at committee as to why the proposal was rolled back.

Vote Required for Approval

Do you accept the proposed changes?

☑ Yes ☐ No

Comments

Save

View Voting Results

Please note that votes should only be cast during committee meetings. Additionally, when the committee is ready to vote on a proposal, please vote by hand first to ensure that the Academic Programs Coordinator can record the votes in the meeting minutes. This is important because if a committee member votes "YES" on one proposal and later decides that the second proposal should be "NO," CourseLeaf may still register the vote as "YES" (approved) if a vote was previously initiated.