Faculty Guidelines for Preparing Proposals for CRAC
Revising Existing Undergraduate and Graduate Programs

Revised September 15, 2014

As part of the principle of shared governance, the faculty of the University (as represented by the elected members of the Academic Senate) seeks to ensure that certain principles and concerns are addressed by any Department seeking curricular changes. These questions represent important issues beyond the department level that help us address broader concerns such as quality, resources, graduation rates, etc. and help us to coordinate with other University processes such as student learning outcomes assessment and program review.

Academic program requirements for degrees, minors, or certificates may be revised upon approval of the provost or the provost’s designee. In most instances, the request must be acted upon through the Academic Senate review process -- Curriculum Review and Approval Committee (CRAC) and then the full Senate -- before the provost will grant approval.

- Departments considering a change in program requirements should first consult with their college dean or associate dean to ascertain the most appropriate and expeditious way for a given change request to be processed.
- The University’s curriculum coordinator may be consulted at any time in the process for advice on procedures, timelines, format, etc.
- Curricular revisions need to be approved (CRAC, Academic Senate, Provost) by the end of the fall semester in order to be included in the University Bulletin for the next academic year.

Note: Proposals for new degrees or concentrations require additional steps. Please consult the curriculum coordinator very early in the planning stages. Also see Curriculum Website for guidelines for preparing new proposals. http://air.sfsu.edu/curriculum.html

Before Writing the Proposal
At an early stage in your discussions of curriculum changes, please call or e-mail the curriculum coordinator in the SFSU Academic Planning and Development office. Much time and effort can be saved by sharing a brief conversation concerning the intended changes and the process that may be necessary.

It is particularly important that consultation take place at the department and college level through curriculum committee meetings or college council meetings. You will be asked to attach a Routing Sheet, signed by the department chair /program director and college dean or associate dean, to your proposal when it is submitted to the curriculum coordinator for review. The purpose of the Routing Sheet is to document that approval has been secured at each level, starting with the department chair, then the college dean or associate dean. The Routing Sheet will accompany the proposal through each step of the approval process and will ultimately
serve as formal acknowledgment of the action of the provost and CSU Chancellor’s office, if necessary. The Routing Sheet can be found at http://air.sfsu.edu/curriculum.html

It is prudent to meet with individuals in departments and programs outside of your college if the proposal crosses disciplines lines or intersects with other disciplines. Consultation regarding how changes will affect other areas of the campus will be useful, i.e. GE requirements.

If courses will be revised or new courses will be developed, the course revisions and proposals for new courses should be submitted for Course Review Committee (CRC) approval ahead of time. The courses must be approved prior to the review of the curricular revision by CRAC.

The Academic Affairs Curriculum Web site at http://air.sfsu.edu/curriculum.html includes policies related to academic programs. Data useful in describing degrees earned and student enrollment can be found at http://air.sfsu.edu/air.html.

**Writing the Proposal**

1. Please number and date the pages of the proposal.

2. Use the checklist in Appendix A to ensure the proposed curriculum meets the Requirements for Baccalaureate Degrees, Majors, Minors, and Certificates (S11-255, pp. 9-14)

3. Headings are very useful to divide the proposal into meaningful segments. The following are required headings/sections:

   I. Introduction
      Identify the program/department/college within which the proposal was developed and the contact information for the individuals responsible. Include number of faculty teaching in the program, number of majors/minors/graduate students, and number of graduates over the past 3 – 5 years.

   II. Nature of the Request
      a. Briefly describe the proposed change(s). Identify the request that is the main point of the proposal:
         b. What is new?
         c. What is being revised?
d. What is being deleted or discontinued?

e. Is the total number of units required for the major going to change? (The B.A.
major should not exceed 45 units; the B.S. major, 70 units. Except for specifically
identified majors the total number of units for either the B.A. or B.S. degrees
may not exceed 120 units.)

f. What is being changed and what remains the same?

III. Description of the Changes

a. In side-by-side format, display the current and proposed program. Include the
number of units required for the program, a list of all courses (core and elective)
by number, title, units of credit for each course. Be sure to indicate prerequisites
for required courses and include prerequisite units in the total for the degree.
Show all cross-lists. The current curriculum can be copied from the Bulletin on-
line version.

b. For B.A. degrees, provide Bulletin copy describing the options for fulfilling the
Complementary Studies requirement (S11-255, Appendix I, pp. 78-79).

c. Explain how the culminating experience requirement will be met (S11-255,

IV. Reasons for the Changes

V. How do the proposed curricular changes:

a. Further the mission of the University?

b. Further the mission of the Department?

c. How do the major and minor meet at least 4 of the 6 Educational Goals for the
Baccalaureate degree (S11-255, Appendix A, pp. 30-31)?

d. Help the Department / Program meet your student learning objectives?

e. Ensure the Department / Program’s curriculum and degree program is a rigorous
one?

f. Ensure there are no bottlenecks to graduation?

g. Relate to the latest trends in your discipline?

h. Position students to be ready for changes in their discipline and in society?

i. Help ensure that transfer students have a clearly articulated path through your
degree?

VI. Were there different viewpoints in the Department surrounding these curricular
changes? If so, what were they? How were they accommodated or resolved? What
were the curricular bases for the differences in opinion?

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VII. Specifically, how were the results of your student learning outcomes assessment used to develop the proposed curricular changes?

VIII. What relationship, if any, do these proposed changes have to recommendations from the Department’s last program review?

IX. What is the mix of courses at lower, upper, and graduate levels? Are there enough courses in your curriculum at every level (including major courses at the lower division level)?

X. How does the Department relate to the University’s General Education requirements? How is this understanding implemented in your curriculum?

XI. What level of resources will be required to implement these changes? What are the resource implications of your proposed changes for the next year? For the next five years?

   a. If none appear to be required, what analysis has been undertaken to ensure that these changes can be incorporated into the existing curriculum with no additional resources?
   b. If additional resources are required, how will these resources be obtained and from where?
   c. How can the Department sustain the proposed changes over time (considering upcoming retirements, etc.)?

XII. Consultations

   Are library holdings expected to be affected? A memo or message from the library liaison must be included. Are there implications for other departments or programs? Are there other curricula/courses currently offered by the campus that are related to the proposed program? Could this revision result in decreased enrollment in other courses or need for additional sections? Please be advised that if courses offered by departments, programs, and colleges outside of the program being revised are added or deleted by way of this proposal, a section must be included in the proposal that indicates that departments, programs, and colleges affected by the changes have been informed/consulted.

XIII. Provisions for Program Assessment

XIV. Advising/Transition Guidelines
Include a statement that addresses advising of students regarding the changes and how the transition to the revised program will be handled. What will be the consequences for students matriculating through the program or major?

XV. Appendices
   a. Routing Sheet
   b. Evidence of consultations with library and other academic departments as necessary.
   c. Bulletin Copy with tracked changes for Revised Program upon Approval
   d. Degree Unit Summary (for undergraduate majors only)
   e. Roadmaps (for undergraduate majors only)

5. Ask someone unfamiliar with your program -- but a critical reader and evaluator -- to read your proposal prior to submitting it for CRAC review. Enlist the help of an editor or trusted friend. CRAC members are representatives of campus programs and departments, but individual members may not be so familiar with your discipline that they will make the same assumptions that you and your colleagues make. If something is not clear or not explicit, it will be subject to interpretation and misinterpretation. Keep in mind that the CRAC-review-stage is intended to identify ambiguities, pitfalls, and unanswered questions.

6. Anticipate the questions. Are there any surprises likely to come to light at CRAC or at the senate meeting? Anticipate the questions and answer them in the proposal. What you don’t want to happen is to hear an unanticipated question raised on the day of the senate review. You want to have already responded to "Do all of the numbers add up?" "Who will pay for this?" "Do all the affected departments (and the library) know about this?" "These courses have not been offered for XX semesters.”

Submission Checklist

1. Once the proposal is ready for submission to the curriculum coordinator in Academic Program Development, deliver or send the completed Routing Sheet, to Alex Katz, in ADM 450.

2. Please provide, at the same time, an electronic Word document of the completed proposal, including the revised Bulletin copy (with tracked changes) and the Degree Unit Summary to akatz@sfsu.edu.

3. The curriculum coordinator will advise the author(s) regarding next steps.

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Outline of the CRAC Process

1. The proposal is reviewed by the University’s curriculum coordinator and routed to other Academic Affairs individuals for their agreement in forwarding the proposal to the chair of CRAC. The calendar for submitting proposals for CRAC review is sent to colleges at the beginning of each fall semester and is also posted at http://air.sfsu.edu/curriculum.html. The CRAC committee meets every other week on Tuesdays from 2:10-5pm during the semester. The meeting schedule is posted on the SFSU Senate web site.

2. The agenda for the meeting will be determined in collaboration with the CRAC chair and the University’s curriculum coordinator.

3. CRAC will do a preliminary review of your proposal two weeks in advance of the CRAC meeting that you will be invited to attend. The preliminary meeting will provide CRAC an opportunity to review and discuss your proposal, and offer comments and suggestions for the final review. You will be notified after the preliminary review of the committee’s comments and suggestions, and given a time certain for the following CRAC meeting. (Note: CRAC may approve a proposal during the preliminary review if the committee determines that the revisions are non-substantive. In that case, the proposal is forwarded directly to the Academic Senate office for inclusion on the following senate agenda.)

4. If you are invited to attend CRAC, please plan to arrive for the meeting at least 5 minutes prior to your scheduled time certain. Please wait in the lobby area outside the ADM 5th floor elevators. Someone will let you know when the committee is ready to see you.

5. Please be prepared to provide a 5-7 minute synopsis of the proposal and viewpoints not necessarily apparent in the written proposal. During or after this, committee members will ask for clarification or additional information regarding the proposal.

Upon conclusion, the committee will vote on the proposed changes. The result of the vote is one of the following: The proposal goes forward to senate the following week as a consent item (unanimous vote), recommendation (not unanimous) or the return of the proposal for major revisions. The proposal may go forward with slight revisions recommended by the committee. Please be prepared for a very short turn-around time with these revisions. If the proposal is to be on the agenda for the next senate meeting, an electronic version of the proposal must be sent to the curriculum coordinator by 10 a.m. Wednesday morning prior to the senate meeting the next week. Please send the proposal to Alex Katz at akatz@sfsu.edu.

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6. If there are questions regarding CRAC process, please contact the CRAC chair.

CRAC, APD, and Academic Senate Office Contact Information

Cindy Wilczak, Chair, CRAC, x-74457, DTC 515A, cwilczak@sfsu.edu
Alex Katz, University Curriculum Coordinator, x-53568, ADM 454H, akatz@sfsu.edu
Angela Sposito, Executive Assistant to the Chair of the Academic Senate, x-54037, ADM 551, asposito@sfsu.edu

Glossary of Terms

Concentrations and options can be considered as having exactly the same meaning, except that at SFSU we don't use the term "option." A concentration refers to a separately authorized program. Students get a Bachelor of Science degree in Kinesiology with a Concentration in Exercise and Movement Sciences, for example. The name of the concentration appears on the student's transcript and diploma. For the department, having a concentration means that the department has the obligation to offer the courses with a regularity that makes it possible for students to complete the concentration in a timely manner.

An emphasis is an advising tool. An emphasis is a way of grouping electives within a major to raise the visibility of the component. The group of courses can show a special emphasis within the major. Students who complete the requirements in an emphasis will attain an area of expertise. The name of the emphasis does not appear on the student's transcript or diploma. The department makes a commitment to offer the courses in the emphasis.

A minor is an area of specialized academic training, disciplinary or interdisciplinary in character, which is typically undertaken by a degree candidate in order to supplement or complement the major field of study, or to provide academic training in a minor subject or alternative field of study. In comparison to a major field of study, the disciplinary minor is generally more narrow or restricted in scope while the interdisciplinary minor will typically exhibit a broader area of subject coverage. In both instances, fewer course credits are required than in the major field of study.

A certificate program is a coherent set of academic courses that does not lead to a degree, but is focused on a substantial area of study that may be practically oriented toward skills and/or occupations. Certificate programs are an additional way of organizing curriculum in order to serve students who wish to return to college or spend a limited time in college in order to learn specific subjects, concepts, skills, and competencies.
Appendix A

A new curriculum or revision proposal must meet all Requirements for Baccalaureate Degrees, Majors, Concentrations, Minors and Certificates (Senate Policy #S11-255, page 9-14). Use the following checklist to ensure compliance before submission of a proposal.

<table>
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<tr>
<th>Requirements for Baccalaureate Degree Majors</th>
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<tbody>
<tr>
<td><strong>Units:</strong> B.S. 40 - 70 units; B.A. 24 - 45 units</td>
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<tr>
<td>Bachelor of Music 70 units maximum or request for exemption.</td>
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<tr>
<td><strong>Prerequisites:</strong> ALL prerequisites, including prior experience must be specified. If specific courses are listed as prerequisites for the major, they must be counted as units in the major.</td>
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<td><strong>Lower division courses:</strong> Inclusion of at least 6 lower division units are encouraged. If not, provide justification.</td>
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<td><strong>Writing in the Major:</strong> A GWAR course is required as part of the major.</td>
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<th>Requirements for Baccalaureate Degree Minors</th>
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<tr>
<td><strong>Units:</strong> 12 - 24 units</td>
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<tr>
<td><strong>Prerequisites:</strong> ALL prerequisites, including prior experience must be specified. If specific courses are listed as prerequisites for the minor, they must be counted as units in the minor.</td>
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<td><strong>Upper Division:</strong> A minimum of 1/2 the units for a minor must be upper division.</td>
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<td><strong>Internships and Independent Study:</strong> No more than 3 units total or special exemption.</td>
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<th>Requirements for a Certificate Program</th>
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<td><strong>Units:</strong> Minimum of 12 units</td>
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<tr>
<td><strong>Prerequisites:</strong> ALL prerequisites, including prior experience must be specified. If specific courses are listed as prerequisites for the minor, they must be counted as units in the minor.</td>
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<tr>
<td><strong>Written English Proficiency:</strong> Proposal specifies how writing competency requirement is met.</td>
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Curriculum development should include strategic planning for future program assessment and review. While these plans are not included in the written curriculum proposal, you may be asked to discuss them if you are invited to meet with CRAC during the review. Relevant practices would include:

a) Incorporation of technology relevant to the Major  
b) Identification of High Impact Educational Practices  
c) Assessment Strategies

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