

## **Undergraduate Curriculum Committee Policy on Determining the Appropriate Level of Credit for Courses Using Computers (November 1989)**

It is not possible (or at least not practical) to devise simple, objective criteria that the Undergraduate Curriculum Committee can use to determine accurately the appropriate level for a course using computers. The decision depends in part on the sophistication of the computer tools used and their integration with the subject area of the department offering the course.

When the instructional focus in a course is a substantive problem, such as the analysis of sociological data, in which the solution is aided by the application of computer tools, such as statistical software, then the course level will be determined primarily by the nature of the problem and the instructional rigor. In such a case, a minor part of the course, approximately ten percent, could be spent on the mechanics and syntax of using the computer tool and this would not affect the committee's decision about the appropriate course level.

Examples in which course material on the mechanics of a computer tool could be included as a small component without affecting the course level include the following:

1. A course in design in which a CAD (computer-assisted design) software package is used to prepare student projects.
2. A course in research methodology and reporting in which an integrated software package (including word processing, spreadsheet, database, and graphics modules are included) is used for practice projects.
3. A course in accounting in which a spreadsheet package is used to do homework assignments.
4. A course in language skills in which students must master the specific commands needed to use a computerized drill and practice program.

At the other end of the spectrum, when an extended period, approximately 50 percent of a course, is devoted to the mechanics and syntax of one or more computer tools, such as commands of an operating system, a word processing program, or a spreadsheet program, then the course should not be acceptable toward a degree program. In general, course material that focuses for an extended period on which button to press (e.g., half or more of the instructional time) should not be offered for credit toward graduation.

Among courses in computer programming, a basic introduction to a first programming language should normally be offered at the lower division level. Programming courses introducing one or more additional languages to students who have already learned a first language should be offered at a course level commensurate with the rigor of the proposed material; that is, such courses may be appropriate at the upper division or graduate level if the requirements are sufficiently rigorous.

## **Procedures for Processing Undergraduate Curriculum Change Proposals Policy adopted by the Senate, January 9, 1970**

### **I. Initiation**

Proposals for changes in the curriculum may originate from individuals, departments, deans, college curriculum committees, or the Undergraduate Curriculum Committee. The Office of the Provost will provide assistance in the preparation of proposals so that all proposals will be in correct form and all technical problems will be settled at the outset.

### **II. College Review**

Each college shall develop and file in the Office of the Provost procedures for review of curricular proposals. Review should be concerned with the academic merit of the proposal and its relationship to the academic program of other departments and the college as a whole.

### **III. Approval by Dean of College**

Every curricular proposal must be submitted to the Dean of the college concerned for approval or disapproval. The Dean should announce a decision within ten school days. The Dean's approval shall be based on his/her determination that the proposal is consistent with plans for the long-run development of the college, that all budget needs of the proposal (teaching positions, space, equipment, supplies, staff, etc.) have been considered carefully, and that the Dean is prepared to give the needs of the program high priority in the college's budget.

#### IV. Office of the Provost

Curricular proposals approved by Deans shall be sent to the Office of the Provost in triplicate or on the appropriate curricular proposal form. Here proposals are reviewed for proper format, content, and elements which possibly conflict with existing policy, regulations, administrative code, or other agencies within the university. Proposals may be returned to the college for further revision. When the final form is acceptable to the college, the department, and the Office of the Provost, the curriculum proposal shall be forwarded by the Office of the Provost to the following groups for review:

- A. Requests for new degree programs which are not in the Academic Master Plan shall be sent to the Committees on Academic Policy and Planning and Academic Resources and Planning for consideration for inclusion on the Academic Master Plan.
- B. The proposals will be sent to all Deans listed below: Dean, College of Arts and Letters; Dean, College of Professional Studies and Fine Arts; Dean, College of Sciences; Dean, College of Business Administration; Dean, College of Education; Dean, College of Engineering; Dean, College of Health and Human Services; Dean, Imperial Valley Campus; Dean, College of Extended Studies; Dean of the Division of Undergraduate Studies; and the Dean of the Division of Graduate Affairs.
  - \*1. Deans of colleges shall review solely for impact on the program of their colleges and for budget implications. The Deans will have a period of time set by the Office of the Provost to object to any proposal. If no written objection is received, the proposal will be considered approved. If any Dean objects to any proposal, the Provost may seek the advice of others and after hearing the advice shall decide whether the proposal is approved, disapproved, or returned to the recommending source for revisions.
  - \*2. The Dean of the Division of Graduate Affairs shall review solely for impact on the graduate program. The Dean may approve the proposal or, when in his or her opinion the proposal raises important policy questions, request reasonable delay to permit review by the Graduate Council. The Dean shall inform the Office of the Provost of action taken on each proposal.
  - \*3. The Dean of the Division of Undergraduate Studies shall review solely for impact on the undergraduate program. The Dean may approve the proposal or, when in his or her opinion the proposal raises important policy questions, request reasonable delay to permit review by the Undergraduate Council. The Dean shall inform the Office of the Provost of action taken on each proposal.
- \*\*C. Proposals for new degrees, minors, emphases, options, and concentrations shall be sent to the Committee for Academic Policy and Planning for consideration for impact on the Master Plan and to the Committee on Academic Resources and Planning for comments regarding the budget impact of the proposal.
- D. Proposals for unit name changes shall be reviewed by the following bodies and individuals, in order:
  1. The originating department or program (if applicable).
  2. The academic planning committee(s) of the college(s) in question.
  3. The relevant college Dean(s).
  4. The Provost.
  5. The Committee on Academic Policy and Planning.
  6. The Senate (which shall receive AP&P's recommendation as an information item).

\* Review shall proceed concurrently.

\*\* Review shall proceed concurrently with sections B.1 through B.4.