

**ACADEMIC POLICIES COMMITTEE  
LONG FORM PROPOSAL TEMPLATE**

- Proposals should use this long form if they:
  - Need faculty and/or WASC approval;
  - Request elimination, addition or revision of multiple courses and/or courses impacting other departments or schools; or
  - Request elimination, addition or revision of a major, minor, concentration or credential program.
- All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee.
- **Please read the attached “APC Proposal Reference Information” before completing this form.**
- **For ease of APC Committee reading, please submit your responses in BLUE text.**

**SUBMISSION DATE:** Text

**SECTION ONE: WHO**

1. **Academic Unit Name:** Department of Psychology
2. **Recorded Department/School Vote** (Please provide the number and percentage of department/school faculty who voted in approval for this proposal): 6/6 (seventh member not in attendance, due to sabbatical)
3. **Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? If so, how did the other department[s]/school[s] vote on this proposal?): The current proposal would decrease enrollment in MTH 203 by approximately 40-50 students per year (51 Psychology majors enrolled in MTH 203 between Spring 2015-Fall 2015; however, it (or another advanced statistics course) will remain a recommended course for those majors who are in Therapeutic and Community Psychology concentration and intending to pursue doctoral degrees).
4. **Impact on Services:**
  - a. Ryan Library:
    - i. What new library acquisitions, if any, will be needed to support the proposed changes (if none, please state that): No new acquisitions are needed.
    - ii. Person and Date of Contact: N/A
  - b. Instructional Technology:
    - i. How many new online/hybrid courses does this proposal include: 0
    - ii. How many instructors will need online training or course development assistance over the first two sessions if this proposal is approved: 0
    - iii. Person and Date of Contact: N/A

**SECTION TWO: WHAT**

1. **Overall Proposal Description** (In one sentence, describe the nature of the proposed changes or the proposed new academic offering): Substitute either elective course (in General, CMC) or a Christian therapy integration course (in TCP) for Statistics

across all concentrations of the Psychology Major, and rename current courses to fit actual (historical) content.

2. **Items** (Please describe each item of the proposal with a phrase or one-sentence abstract. Examples might be, “Item 1: To drop XXX course from XX program. Item 2: To add XX course as a requirement”, etc. Some proposals will only have 1 item. Add item lines as needed.):
  - a. Item 1: **To drop MTH 203 from all concentrations in the Psychology Major.**
  - b. Item 2: **To add PSY 410 as a requirement to Therapeutic and Community Psychology concentration.**
  - c. Item 3: **To add three additional upper-division elective units (either PSY upper-division or MTH advanced statistics [MTH 362 or MTH 382]) as a requirement to General Psychology concentration.**
  - d. Item 4: **To add three additional upper-division elective units (either PSY upper-division or MTH advanced statistics [MTH 362 or MTH 382]) as a requirement to Character, Morality, and Culture concentration.**
  - e. Item 5: **To rename PSY 390 from “Research Methods and Design I” to “Experimental Design and Statistics I.”**
  - f. Item 6: **To rename PSY 391 from “Research Methods and Design II” to “Experimental Design and Statistics II.”**

### SECTION THREE: WHY

1. **General Rationale** (Please provide a one-sentence rationale for this proposal.): **Our current course requirements include multiple statistics courses, and do not include two courses that are more appropriate to either Integrative Clinical models (TCP concentration) or Generalist Models (General Psychology concentration; McGovern et al., 1991) of Undergraduate Psychology programs.**
2. **Mission** (How do the proposed changes support the mission of the university?): **Each added course contributes to a different facet of the Mission and Vision statements:**
  - a. **First (Item 2), the addition of *Issues in Psychotherapy-Theology Integration* (PSY 410) into the Therapeutic and Community Psychology concentration provides those students hoping to move into counseling/therapeutic vocations with the opportunity and scaffolding necessary to explicitly integrate their faith with psychotherapeutic practices (“service becomes an expression of faith;” “A thoughtful articulation and consistent embodiment of a Wesleyan approach to faithful living”).**
  - b. **Second (Items 3 & 4), the addition of three elective units to the General and the CMC concentrations allows for students in these concentrations to round out their education with a course that better provides them the field-specific knowledge that they are expected to have as a part of the Generalist Model of undergraduate psychology (McGovern et al., 1991).**
  - c. **Third (Item 1), the reduction of a redundant (and non-field-specific) course in the Introduction to Statistics (MTH 203) allows the space in each concentration to fulfill the aforementioned concentration-relevant goals,**

while maintaining a strong curricular emphasis (in PSY 390-391) on higher-level statistical techniques (“minds challenged”) and on applications that are more directly relevant to the type of information and research that they can reasonably be expected to come into contact with as Psychology graduates (“minds engaged”).

3. **Internal Factors** (Please provide additional rationale by answering the following questions as applicable: How does the proposal(s) ...address the PLNU strategic plan? ...address factors arising from assessment data or program review findings? ...accommodate the department or school’s learning outcomes for the major, minor, concentration, etc.? ...increase departmental effectiveness/efficiency? ...enhance enrollment or generate new revenue? What impact will it have on the size of the major, minor, etc.? Other internal rationale?):
  - a. **Our proposal to eliminate MTH 203 from our major requirements (Item 1) is based primarily on two self-studies: our Program Review, and our Prioritization Report:**
    - i. The MOA from our previous Program Review noted that, while “The Psychology department has done a great job preparing students for graduate school and [that] this has been a point of emphasis in their department for some time ... many of the departmental majors do not go on to pursue graduate studies. [Therefore,] The Psychology Department has committed to intentionally serving these students and their post graduation aspirations.” In speaking with our students and alumni about courses that served them during their time at PLNU and beyond, we have consistently heard that the concepts covered in Introduction to Statistics (MTH 203) were either redundant (with those covered in PSY 390-391), or were significantly less beneficial to their academic and professional careers than were the applied statistics taught in PSY 390-391 (i.e. a lack of both the discipline-specific statistical procedures and the discipline-specific applications found in PSY 390-391).
    - ii. Similarly, our Prioritization Report (2014) concluded that the Psychology curriculum could be better streamlined by “reduc[ing] Math 203 [“Introduction to Statistics“] from a course required of all majors, to a course required of some concentrations, or simply recommended.” Both of these self-study processes helped the department to identify ways in which our course requirements were not serving our majors in each concentration. Our few graduates each year who enter into doctoral level programs (which require statistics), have told us that they rarely used the information learned in MTH 203 in their future studies, but almost always use the statistical concepts learned in PSY 390-391. Similarly, our graduates who do not go into doctoral level programs (who constitute the majority of our students) have indicated that they have tended not to use the learning unique to MTH 203 in their future careers. We

believe that our few majors who continue into statistics-intensive fields and academic disciplines would be better served by our recommendation (rather than requirement) that they enroll in a higher level statistics course following PSY 390-391 (e.g., MTH 362 “Calculus Based Statistics” or MTH 382 “Mathematical Statistics”). While such courses would be inappropriate to require for all students in any single concentration, the few students who have taken one of these courses prior to research-intensive doctoral programs say that they benefitted from them.

- b. Our proposal to add PSY 410 to our Therapeutic and Community Psychology (TCP) concentration (Item 2) is based on the following rationale:
  - i. Historically (prior to 2012) the TCP concentration offered students a choice of taking PSY 410 or PSY 420 during their senior year. Students interested in therapeutic vocations were encouraged to take PSY 410. However, following our Program Review in 2011 the decision was made to include PSY 420 as a mandatory “senior capstone” class for all majors. Specifically, “Due to the overwhelming success of PSY 101 in helping many of our students make dramatic gains in the ILO of Growing in a Christ-centered faith community, we have created a senior capstone course devoted to making choices that lead to more fulfilled lives.” Indeed, this course has functioned well to engage all of our majors in both understanding and applying concepts from Positive and Moral Psychology to their own spiritual and character development. However, as a result of this requirement, and given the unit load of the major, we were no longer able to retain PSY 410 as a required course for our TCP concentration. Since that decision, very few of our TCP majors have been able to take that class. Nevertheless, PSY 410 is a course that we consider to be essential for students who are intending to pursue therapeutic graduate programs (the typical career path of those who tend to enroll in the TCP concentration), and especially for those students who are applying to *secular* graduate programs (in which the integration of faith and psychotherapy tends not to be taught). Specifically, PSY 410 offers students a “more detailed study of issues involved in the integration of theological insights and psychotherapy approaches within the therapeutic setting ... [and] Introduces specific issues that arise in conducting therapy with religious persons.”, Adding PSY 410 back to the TCP concentration aligns with our departmental PLOs of both “Displaying an increase in personal growth and development (for the purpose of serving others” and “Demonstrating care for others; and understanding careers in Psychology.” Specifically, the aim of the class is to equip future practitioners to critically assess the theories

and practices of psychotherapy such that they can best serve their future clients' spiritual *and* psychological needs. As such, we believe that it would enable our students to provide "service [as] an expression of their faith."

- c. Our proposal to add three upper division elective units (including either Psychology courses or advanced statistics courses from Mathematics) to our General Psychology (Item 3) and our Character, Morality and Culture concentrations (Item 4) is based on the following rationale:
  - i. The aim of the General Psychology concentration is to equip our majors with information and experiences that will serve them in a wide range of vocations and life situations. In particular, a number of our majors go on to jobs in business, marketing, and other related services. Others continue on to careers in education or the healthcare professions. The General Psychology concentration was designed for students who are not immediately driven to the field of mental health to explore a number of the sub-fields of psychology that may have relevance to any of these psychology-related careers. Replacing introductory statistics with an elective course, and allowing that elective course to be chosen either from the upper-division Psychology offerings or from upper-division "advanced" statistics courses in the Mathematics offerings, allows students to better customize their undergraduate study to fit their vocational and academic aspirations. Those who intend to pursue doctoral degrees have reported being better served by advanced statistics courses (e.g., MTH 362) than by Introduction to Statistics, while those not pursuing doctoral degrees may be better served by Psychology courses that are directly applicable to the areas of business and marketing (Social Psychology), biological and pharmaceutical fields (Physiological and Neuropsychology), parenting (Family Development and Family Therapies), or other courses.
  - ii. Similar, those students interested in the sub-fields of Positive Psychology, Moral Psychology, and the Psychology of Religion (the primary content areas represented in the Character, Morality, and Culture concentration) often pursue this concentration with an eye to one of multiple different vocations. As with the general concentration, the allowance of an elective course would allow students in this concentration with greater flexibility to shape their education to their vocational goals. Specifically, students who enroll in this concentration often do so to better prepare themselves for ministry and pastoral counseling, community and church-related interventions, and graduate study/research in one of these subfields. Students interested in counseling might best be served by an elective providing them with clinical theory (PSY 325, PSY 380), while those interested in graduate study would benefit from a course in

broader Social Psychological theories and experimentation (PSY 320) or in advanced statistical procedures (MTH 362, MTH, 382). Offering CMC students the option to choose their final course from a broader palette of courses would serve the students of this concentration by empowering them to best tailor their education to meet their vocational and educational goals.

- d. Our proposal to rename “Research Methods and Design I” to “Research Methods and Statistics I” (Item 5) and to rename “Research Methods and Design II” to “Research Methods and Statistics II” (Item 6) is based on the following rationale:
  - i. An understanding of statistics, and a working knowledge of statistical software packages is an essential element of an undergraduate education in Psychology, both at PLNU, and internationally. Such statistics (accompanied by careful experimental and research design) are at the heart of what makes Psychology a social *science*. It is because of this that PLNU’s Psychology Department has long provided training in intermediate (Chi-Square, t-test, ANOVA) and advanced (Regression) statistics as a part of its core curriculum required of all Psychology majors (in PSY 390 and 391). An examination of syllabi from the past decade reveals a universal coverage of statistics in these courses across all sections. Because of this, and because of the expectation (by both employers and graduate institutions) that Psychology graduates will be trained in statistical procedures, we believe it is important that the title of this course be changed to better reflect the content that has traditionally (and is currently) taught in the course. This title will serve as a signal to graduate admissions committees and to potential employers that PLNU students have received in-depth training in these areas of research methods and design, and statistical procedures.
4. **External Factors** ( Please provide additional rationale by answering the following questions as applicable: To what extent have external factors motivated this proposal, for example what comparable colleges and universities are doing? ...improvements suggested by alumni or outside reviewers? ...stipulations imposed by outside accrediting agencies? ...other external rationale?.): **Each proposed change is motivated by different external factors**
  - a. Our proposal to drop MTH 203 from our major (Item 1) is based, in part, on our finding that PLNU is the only institution amongst our comparators that requires students to take three courses in research and statistics (most require two). The recommendation to streamline our major by eliminating the MTH 203 course was also based, in part, on recommendations from our external reviewer during our 2011 program review.
  - b. Furthermore, our proposal to change the name of our course to better match its contents (Items 5 & 6) is based, in part, on our finding that 76% of

our comparator institutions (and 100% of our aspirant institutions) require their Statistics course to be taken within the Psychology Department, with an emphasis on discipline-specific analyses and computer applications. Furthermore, 24 out of the 27 comparator/aspirant institutions that offer a Psychology statistics course use the word “Statistics” in the title (this is similar to ratios across other institutions, and is indicative of field-specific language used, in part, to signal to graduate schools that the material covered meets prerequisite requirements for admission).

- c. Our proposal to add PSY 410 to the TCP major is based, in part, on the finding that a majority of our comparator institutions (57%) require their majors to complete a senior-level Psychology-Theology Integration course.

## SECTION FOUR: HOW

- A. **Assessment Plan** – For new programs, please provide an assessment plan. (If not needed, please state as such.) **Given that all of these courses are pre-existing, and historically have been assessed on an annual or near-annual basis, no new assessment plan is needed.**
- B. **Teach-Out** – Provide a plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed. (If not needed, please state as such). **Again, all proposed additions are current courses that are offered 1-2 times per year. No need for a teach-out plan is anticipated.**
- C. **Catalog Copy**--In this section, please demonstrate in a two-step process how the department/school would like the change to be made. Keep in mind academic policies with regard to number of units for major, minors, certificates, etc. See Academic Proposal Resource Information at the end of this template.
  - **Step 1:** In the applicable set of boxes below:
    - For revision, addition or elimination of majors, minors, concentrations or certificates, complete Sections C1-2, entering current and/or proposed catalog text as indicated in the section instructions.
    - For revision, addition or elimination of courses only, please scroll down to and complete Section C-2 only, entering current and/or proposed catalog text as indicated in the section instructions

**Section C-1—Program Changes:** Proposals for elimination of a major, minor, concentration or certificate should complete the shaded (left) side of this section only, proposals for addition of any of these should complete the unshaded (right) side only, and proposals for revision of any of these should complete both sides of Section A.

Current Program (or major, minor, concentration, certificate) Name and Introductory Text:	Proposed Revised or New Program (or major, minor, concentration, certificate) Name and Introductory Text:
Current Program Learning Outcome:	Proposed Revised or New Program Learning Outcomes (needed for new majors only):
<ul style="list-style-type: none"> <li>• Current Lower Division Requirements and Unit Numbers for Majors. All requirements for minors, concentrations or</li> </ul>	<ul style="list-style-type: none"> <li>• Proposed Revised or New Lower Division Requirements and Unit Numbers for Majors. All requirements for minors, concentrations or certificates:</li> </ul>

<p>certificates:</p> <ul style="list-style-type: none"> <li>• <a href="#">PSY 101 - Psychology of Personal Development - First Year Experience (GE) (3) (first-time freshmen or transfers with fewer than 24 units)</a></li> <li>• <a href="#">PSY 103 - General Psychology (GE) (3)</a></li> <li>• <a href="#">MTH 203 - Introduction to Statistics (3)</a></li> </ul> <p><b>Total: 9 Units</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">PSY 101 - Psychology of Personal Development - First Year Experience (GE) (3) (first-time freshmen or transfers with fewer than 24 units)</a></li> <li>• <a href="#">PSY 103 - General Psychology (GE) (3)</a></li> </ul> <p><b>Total: 6 Units</b></p>
<p><b>Current Total Lower Division Units: 9 Units</b></p>	<p><b>Proposed Total Lower Division Units: 6 Units</b></p>
<p>Current Upper Division Requirements and Unit Numbers for Majors. (Highlight new or revised classes in red.)</p>	<p>Proposed Upper Division Requirements and Unit Numbers for Majors. (Highlight new or revised classes in red.)</p>
<p><b>Current Total Upper Division Units: Core (required of all concentrations): 29</b></p> <p><b>Concentrations (including core classes):</b></p> <ul style="list-style-type: none"> <li>• <b>General: 41</b></li> <li>• <b>CMC: 39-40</b></li> <li>• <b>TCP: 43</b></li> </ul>	<p><b>Proposed Total Upper Division Units: Core (required of all concentrations): 29</b></p> <p><b>Concentrations (including core classes):</b></p> <ul style="list-style-type: none"> <li>• <b>General: 44</b></li> <li>• <b>CMC: 42-43</b></li> <li>• <b>TCP: 46</b></li> </ul>
<p>Current Elective Options (Highlight new or revised classes in red.):</p> <p>PSY 270  PSY 301  PSY 320  PSY 325  PSY 341  PSY 345  PSY 349  PSY 350  PSY 360  PSY 380  PSY 470  PSY 499</p>	<p>Proposed Elective Options (Highlight new or revised classes in red.):</p> <p><b>MTH 362</b>  <b>MTH 382</b>  PSY 270  PSY 301  PSY 320  PSY 325  PSY 341  PSY 345  PSY 349  PSY 350  PSY 360  PSY 380  PSY 470  PSY 499</p>
<p><b>Current Total Required Elective Units: General: 12 Units</b></p>	<p><b>Proposed Total Required Elective Units: General: 15 Units  CMC: 3 Units</b></p>

<p><b>CMC: 0 Units</b> <b>TCP: 0 Units</b></p>	<p><b>TCP: 0 Units</b></p>
<p>Current Names and Course Titles of <b>Character, Morality, and Culture Concentration:</b></p> <p><b>Upper-Division Requirements</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>PSY 315 - Positive Psychology (3)</u></a></li> <li>• <a href="#"><u>PSY 330 - Moral Psychology and Cultural Values (4)</u></a></li> </ul> <p>One course from the following:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>PSY 410 - Issues in Psychotherapy-Theology Integration (3) *</u></a></li> <li>• <a href="#"><u>PSY 440 - Psychology of Religion (4)</u></a></li> </ul>	<p>Proposed Names and Course Titles of <b>Character, Morality, and Culture Concentration:</b></p> <p><b>Upper-Division Requirements</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>PSY 315 - Positive Psychology (3)</u></a></li> <li>• <a href="#"><u>PSY 330 - Moral Psychology and Cultural Values (4)</u></a></li> </ul> <p>One course from the following:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>PSY 410 - Issues in Psychotherapy-Theology Integration (3) *</u></a></li> <li>• <a href="#"><u>PSY 440 - Psychology of Religion (4)</u></a></li> </ul> <p>Three units of Psychology electives (can also substitute either MTH 362 or MTH 382 for Psychology elective)</p>
<p><b>Current Total Program Units:</b> <b>10-14 Units</b></p>	<p><b>Proposed Total Program Units:</b> <b>13-17 Units</b></p>
<p>Current Notes (if any) at the bottom of program catalog copy:</p> <p><b>Note(s):</b></p> <p><i>*If course is selected, must also take <a href="#"><u>PSY 325 (4)</u></a></i></p> <p><b>Recommended:</b></p> <p><a href="#"><u>PHL 351 - Asian Philosophies and Religions (3)</u></a></p>	<p>Proposed Notes (if any) at the bottom of program catalog copy:</p> <p><b>Note(s):</b></p> <p><i>Electives - According to individual goals</i></p> <p><i>*If course is selected, must also take <a href="#"><u>PSY 325 (4)</u></a></i></p> <p><b>Recommended:</b></p> <p><a href="#"><u>PHL 351 - Asian Philosophies and Religions (3)</u></a></p>
<p>Current Names and Course Titles of <b>General Psychology Concentration:</b></p> <p><b>Upper-Division Requirements</b></p> <ul style="list-style-type: none"> <li>• <i>Twelve units of Psychology electives</i></li> </ul>	<p>Proposed Names and Course Titles of <b>General Psychology Concentration:</b></p> <p><b>Upper-Division Requirements</b></p> <ul style="list-style-type: none"> <li>• <i>Fifteen units of Psychology electives (can also substitute either MTH 362 or MTH 382 for Psychology elective)</i></li> </ul>

<p><b>Current Total Program Units:</b> <b>12 Units</b></p> <p>Current Notes (if any) at the bottom of program catalog copy:</p> <p><b>Note(s):</b></p> <p><i>Electives - According to individual goals</i></p>	<p><b>Proposed Total Program Units:</b> <b>15 Units</b></p> <p>Proposed Notes (if any) at the bottom of program catalog copy:</p> <p><b>Note(s):</b></p> <p><i>Electives - According to individual goals</i></p>
<p>Current Names and Course Titles of <b>Therapeutic and Community Psychology Concentration:</b></p> <p><b>Upper-Division Requirements</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>PSY 301 - Physiological and Neuropsychology (4)</u></a></li> <li>• <a href="#"><u>PSY 325 - Clinical and Community Interventions (4)</u></a></li> <li>• <a href="#"><u>PSY 350 - Clinical and Research Assessment (3)</u></a></li> <li>• <a href="#"><u>PSY 380 - Family Development and Family Therapies (3)</u></a></li> </ul>	<p>Proposed Names and Course Titles of Concentration #1 (if any—use additional boxes for each concentration.):</p> <p><b>Upper-Division Requirements</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>PSY 301 - Physiological and Neuropsychology (4)</u></a></li> <li>• <a href="#"><u>PSY 325 - Clinical and Community Interventions (4)</u></a></li> <li>• <a href="#"><u>PSY 350 - Clinical and Research Assessment (3)</u></a></li> <li>• <a href="#"><u>PSY 380 - Family Development and Family Therapies (3)</u></a></li> <li>• <a href="#"><u>PSY 410 - Issues in Psychotherapy-Theology Integration (3)</u></a></li> </ul>
<p><b>Current Total Program Units: 14</b></p> <p>Current Notes (if any) at the bottom of program catalog copy:</p> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>PSY 315 - Positive Psychology (3)</u></a></li> <li>• <a href="#"><u>PSY 341 - Group Counseling (1-3)</u></a></li> <li>• <a href="#"><u>PSY 345 - Group Dynamics (3)</u></a> (PSY341 is a pre-requisite)</li> <li>• <a href="#"><u>PSY 410 - Issues in Psychotherapy-Theology Integration (3)</u></a></li> </ul>	<p><b>Proposed Total Program Units: 17</b></p> <p>Proposed Notes (if any) at the bottom of program catalog copy:</p> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>PSY 315 - Positive Psychology (3)</u></a></li> <li>• <a href="#"><u>PSY 341 - Group Counseling (1-3)</u></a></li> <li>• <a href="#"><u>PSY 345 - Group Dynamics (3)</u></a> (PSY341 is a pre-requisite)</li> </ul>
<p><b>Section C-2—Course Changes:</b> Proposals for course elimination should complete the shaded (left) side only, proposals for course addition should complete the unshaded (right)</p>	

side only, and proposals for program or course revision should complete both sides of Section B. Proposals involving only course additions, eliminations or revisions should complete only this section.

Current course code and description (including units, prerequisites and grade type): <b>Text</b>	Proposed new course code and description (including units, course learning outcomes, prerequisites and grade type): <b>Text</b>
Course 1: <b>Text</b>	Course 1: <b>Text</b>
Course 2: <b>Text</b>	Course 2: <b>Text</b>
Course 3: <b>Text</b>	Course 3: <b>Text</b>

- **Step 2:**
  - Arrange a meeting: Arrange a meeting with the APC chair to review the completed portion of the proposal and to receive assistance from the Records liaison in submission of current and/or draft proposed catalog copy called for.
  - Attach Catalog copy:
    - For proposed revisions to existing programs, majors, minors, courses, etc, after this page attach the following supplied by Records: 1) The current year catalog copy for that program, major, etc, and 2) the proposed revised catalog pages for your proposal, based on the information from Step One.
    - For entirely new programs, majors, minors, courses, etc, after this page attach the draft new catalog pages for your proposal supplied by Records based on the information in Step One.

STEP TWO: ATTACH CURRENT AND/OR PROPOSED CATALOG COPY AFTER THIS PAGE AS SEPARATE PAGES.

STEP TWO: ATTACH CURRENT AND/OR PROPOSED CATALOG COPY BEFORE THIS PAGE AS SEPARATE PAGES.

## SECTION FIVE: SUMMARY CHECKLIST

Review course and staffing impact with your academic unit's direct report (College Dean or Provost).

- Total course additions: **1 Course (to each of 3 concentrations)**
- Total course deletions: **1 Course (from each of 3 concentrations)**
- Total unit additions: **3 Units**
- Rotation of courses or deletions of sections to accommodate additions: **N/A (added course is not expected to exceed cap)**
- Total unit deletions: **3 Units**
- Staff impact (increase or decrease): **No increase or decrease**

**I have reviewed this proposal and the items above and believe the proposal meets all university requirements and is ready for APC review.**

**Department or School Direct Report:**

\_\_\_\_\_ **Date** \_\_\_\_\_  
**College Dean or Provost as applicable**

## APC Proposal Reference Information

### DEADLINES:

1. Review any Long Form proposal drafts in person with your College Dean or appropriate administrator by **October 2** ....., prior to submitting the proposal to APC;
2. Submit a short narrative to the APC chair highlighting the proposed changes by **October 9**;
3. Final Long Form proposals are due no later than **November 6** ..., **MEETING THE APPROPRIATE DEADLINES WILL ENSURE THAT APC WILL HAVE ENOUGH TIME TO PROCESS YOUR PROPOSAL(S). PROPOSALS SUBMITTED AFTER THAT DATE MOST LIKELY WILL BE CONSIDERED FOR THE 2017-2018 CATALOG.**

### BASIC ASSUMPTIONS:

1. May be generated by any faculty member within a department;
2. Are made as a result of a department or school program review and assessment data or due to external requirements made by outside accrediting agencies (provide appropriate documentation);
3. Are voted on and approved by all full time department members;
4. Will be thoroughly discussed with other departments who are directly affected by the proposed changes (a written response must be received by affected schools or departments and included in the proposal);
5. Will be reviewed by the dean of the College of Arts & Humanities or the Dean of Natural and Social Sciences or appropriate administrator before the proposal is sent to APC;
6. APC chair will consult with Institutional Research and Institutional Effectiveness to determine any potential external reporting problems;
7. Will be recommended for consideration by APC to the faculty at large;
8. Are finally voted on by the entire faculty.

### ACADEMIC POLICIES INFORMATION:

#### Majors:

1. Maximum number of units for a B.A. major: **49 units beyond G.E.**
2. Maximum number of units for a B.S. major: **59 units beyond G.E.**
3. Minimum number of upper division units in any major: **24 units**, half of which must be completed in residency.

#### Minors:

1. Minimum number of units for a minor: **16 units**
2. Minimum number of upper division units: **12 units**
3. Minimum number of units completed in residency: **9 units**
4. Of the 16+ units in the minor, **9 units** must be distinct from the major.

#### Certificates:

1. Only academic certificates are acceptable for approval.

2. Certificates vary in size: **6-15 units** when associated with a major but up to **24 units** when not aligned with a major.
3. 50% of the units must be unique to that certificate.