

# **Curriculum Guide**

## **2020-21**

OFFICE OF ACADEMIC PROGRAMS

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# THE PROCESS OF CURRICULUM DEVELOPMENT

## INTRODUCTION

The Cal Poly Pomona Curriculum Development Guide has been compiled to assist you with the task of preparing curriculum proposals to be considered for inclusion in the [CSU Academic Master Plan](#) and the [University Catalog](#). This guide is intended to lead department and college curriculum coordinators through the steps necessary for curricular proposal, approval, and implementation.

## IMPORTANCE OF OBSERVING DEADLINES

Participants in the curriculum process need sufficient time to plan, consult, and finish their work so that the implementation of programs and courses are not delayed, and essential information is available to students, faculty and University employees. Office of Outreach, Recruitment & Educational Partnerships must have up-to-date information for prospective students. The Registrar's Office and Office of Student Success must accurately evaluate student records to ensure timely graduation. It is especially important that the [university catalog](#) be published and delivered on schedule. Departments, colleges, and other consultative bodies have an obligation to adhere to stated deadlines. If a deadline is missed, it is likely that a proposal's implementation may be delayed until the following academic year.

## THE CURRICULUM CYCLE

It is important to remember that the entire curriculum development sequence (cycle) takes approximately one to two years due to the multiple levels of review. For example, the development cycle for the 2021-2022 catalog began in Spring 2020 with department discussions. It will end for the department curriculum coordinators in Fall 2020 when catalog copy is transmitted to the Office of Academic Programs. At that time, the preparation of the 2021-2022 catalog begins, culminating in the publication of the catalog in Spring 2021. At the beginning of the fall semester, a curriculum package containing catalog edits files, roadmaps, and curriculum matrices are sent to each Associate Dean and Department Chair for information, review, and edits.

*For specific timelines and due dates in the current cycle, please refer to the Catalog/Curriculum Development Schedule of Activities and Deadlines.*

## GENERAL INFORMATION

Proposals for new curriculum or significant curriculum changes are initiated by academic departments in [Curriculog](#); the individual launching the proposal is known as the originator. The department curriculum committee reviews the proposal and approves it to the Department Chair step or rejects it to the originator step. After the Department Chair's approval, the college curriculum committee reviews the proposal and approves it to the College Dean step or rejects it to the Department Chair step. If the dean approves the proposal, it advances to the University Faculty step for campus-wide consultation. Colleges/departments that have legitimate concerns about a curriculum proposal, may email their comments to their College Dean, College Associate Dean, or Department Chair to post in Curriculog on

their behalf; comments may also be emailed to Ashley Ly ([atly@cpp.edu](mailto:atly@cpp.edu)) in the Office of Academic Programs for posting. Consultation is required for proposals to:

- add a new or significantly modify a non-general education course, major, minor, option, emphasis, credential, certificate, master, or doctoral program,
- delete a non-GE service course included in another program,
- add/delete/modify a general education course, or
- add a course or other requirement in a program offered by another department.

College Curriculum Committees and Associate Deans bear a major responsibility to ensure that potential conflicts are resolved as early in the process as possible. (See [Responsibilities for Communication and Consultation](#) later in this chapter.)

After the Office of Academic Programs receives a proposal, the office is responsible for the proposal until its final disposition. Each proposal is given an initial review, with the following questions in mind:

Are the justifications stated for the proposal persuasive and in accord with CSU System and University policies?

Have all the necessary review steps been completed?

Has proper consultation been completed?

If the proposal is for a new degree, is the degree in the campus's CSU Academic Master Plan?

Is the proposal complete and contain all the necessary information for implementation?

Is the language clear and grammatical?

## BUDGETARY AND RESOURCE CONSIDERATIONS

Curricular changes – whether involving the addition, deletion, or modification of programs or courses – incur both costs and benefits. All curricular changes need to be analyzed in terms of their impact on resources (including FTE generation) for the department and college as well as for other programs that may be impacted by the change. Such analysis must be a part of every curricular proposal. Changes that increase or reduce FTE generation or require new resources must be justified. New program proposals must include, as part of their curriculum package, a [proposed program estimated resource report](#).

## NON-GENERAL EDUCATION (GE) COURSE PROPOSALS

Chapter 2 will provide details on the complete curriculum process for the non-general education course proposal. Guidelines and an overview of the process are provided below:

A course is considered NEW if:

- No courses like it existed before;
- Changing catalog numbers from lower division to upper division, undergraduate to graduate, or vice versa; (The old catalog number must be retired and cannot be used again for five years.);
- The content has been changed extensively as to seriously alter the course objective, how it is taught, its intended audience, etc.; (The old catalog number must be retired and cannot be used again for five years.);

- The course is being newly cross-listed or dual-listed (if this creates a “new” course in one of the departments); and
- Changing C/S classification AND course component.

A course is considered SIGNIFICANTLY modified if:

- Changing course title AND course description to reflect change in content; (Changes do not seriously alter the course objective, how it is taught, its intended audience, etc.);
- Changing prefix of an existing course;
- Changing course units for a fixed unit(s) course;
- Adding enrollment requirements to courses that did not have any;
- Changing C/S classification without changing component;
- Changing Minimum Student Material and/or Minimum College Facilities;

A course is considered MINIMALLY modified if:

- Updating course title OR course description to reflect minimal change in content.
- Changing catalog numbers without changing from lower division to upper division, undergraduate to graduate, or vice versa. (The old catalog number must be retired and cannot be used again for five years.)
- Updating unit range for variable unit courses.
- Updating Contact Hours, Instruction Mode(s), Grading Basis, Repeat for Credit Rules, When Offered, and/or Course Note(s).
- Updating current and/or deleting enrollment requirements (i.e. prerequisites, corequisites, concurrent); addition of requirements outside of college requires that proof of consultation be attached to the proposal as a PDF file.
- Updating Expected Outcomes.
- Updating Instructional Materials.
- Updating Course Outline.
- Updating Instructional Methods.
- Updating Evaluation of Outcomes.
- Updating Course/Department/College Specific Requirements.

A course is considered DELETED if:

- The course is no longer offered and is to be removed from the [university catalog](#). (Note that it is not considered deleted if it is removed from the curriculum of a particular program but remains in the catalog.)
- The course is being changed from lower division to upper division, undergraduate to graduate, or vice versa. (The old catalog number must be retired and cannot be used again for five years.)
- The content has been changed so extensively as to seriously alter the course objective, how it is taught, its intended audience, etc. (The old catalog number must be retired and cannot be used again for five years.)

The approval process for these proposals are as follows:

1. Non-GE course proposals are initiated at the department level by the originator through Curriculog.

- a. Proposals for new or modified non-GE courses should be submitted using approval process A. Course – New/Modify Major/Service.
  - b. Proposals for deleting non-GE courses should be submitted using approval process B. Course – Delete Major/Service.
2. Once the originator has submitted the proposal in Curriculog and approved the originator step, the proposal is reviewed in the order below. To help ensure that each step in the process happens in a timely manner, each reviewer should notify the next reviewer when they have approved the proposal to the next step, or notify the originator that the proposal has not been approved and why.
- a. Department Curriculum Committee
  - b. Department Chair
  - c. College Curriculum Committee
  - d. College Dean
    - i. After the dean approves the proposal, the proposal will be open for a 30-day consultation period.<sup>1</sup>
  - e. University Faculty (campus consultation; applicable to new courses, significantly modified courses, and deleted service courses only)
  - f. The Office of Academic Programs;
  - g. Executive Graduate Council (graduate course proposals only); and
  - h. University Curriculum Committee (UCC).

Courses proposals approved by the UCC are entered into the upcoming or following academic year's [University Catalog](#) following this process.

## GENERAL EDUCATION (GE) COURSE PROPOSALS

Chapter 3 will provide details on the complete curriculum process for general education course proposals. An overview the process is provided below:

1. GE course proposals are initiated at the department level by the originator through Curriculog.
  - a. Proposals for new or modified GE courses should be submitted using approval process C. Course - New/Modify General Education.
  - b. Proposals for deleting GE courses should be submitted on approval process D. Course - Delete General Education.
2. Once the originator has launched the proposal in Curriculog and approved the originator step, the proposal is reviewed in the order below. To help ensure that each step in the process happens in a timely manner, each reviewer should notify the next reviewer when they have approved the proposal to the next step, or notify the originator that the proposal has not been approved and why.

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<sup>1</sup> AS-1114-990/AP – Revision of Consultation Policies

- a. Department Curriculum Committee
  - b. Department Chair
  - c. College Curriculum Committee
  - d. College Dean
  - e. Office of Academic Programs.
    - i. Emailed concerns/feedback received by the Office of Academic Programs are posted as comments within the Curriculog Proposal and can be viewed by the Academic Senate.
  - f. The General Education Committee of the Academic Senate via the Executive Committee.
    - i. As part of the review process, the General Education Committee will provide a 30-day period of campus-wide consultation. <sup>2</sup>
  - g. The Academic Senate
    - i. The Senate conducts two readings, and if it votes to approve the proposal, it then makes a recommendation to the President.
  - h. The Provost (delegated by the President)
    - i. The Provost approves or rejects the proposal within 45 instructional days of receipt.<sup>3</sup> *Please note: All of these steps should be completed by the end of the spring semester for inclusion in the following academic year catalog.*
3. GE courses are implemented the academic year following the President’s approval. The GE course list is available in the [University Catalog](#).

## CSU ACADEMIC MASTER PLAN PROPOSALS

Chapter 4 will provide details on the complete curriculum process for the CSU Academic Master Plan Proposal. An overview of the process is provided below:

### Initiating CSU Academic Master Plan Proposal

These proposals include additions or deletions of programs (majors/plans, options/subplans, and minors) and significant changes to programs such as program name change, program degree/CIP code change, and option elevation.

Prior to preparing a full program proposal for a new major, departments/colleges should submit a completed “Projected Degree Proposal Form” to the CSU Board of Trustee (BOT) via the AVP for Academic Programs; calls for program projections are typically made in November. <sup>4</sup> The BOT’s decision is communicated via the Chancellor’s Office to the AVP for Academic Programs who will in turn notify the College Dean and Department Chair who submitted the program projection.

### After CSU Board of Trustee Approval

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<sup>2</sup> AS-1114-990/AP – Revision of Consultation Policies

<sup>3</sup> Cal Poly Pomona Constitution, Appendix 17, Article II, Section 3E

<sup>4</sup> Coded Memorandum ASA-2018-15

Academic Master Plan proposals are initiated at the department level by preparing the appropriate Curriculog proposal (See chapter 4 for complete details regarding prepare Academic Master Plan Proposal).

- For new majors where the CSU Board of Trustee has approved the projected program, use the Curriculog approval process E. Program – New Bachelor/Master. Approved projected programs are listed on the Chancellor Office Website as [Academic Plan: Existing and Projected Degree Programs.](#)
- For new majors not listed on the *Academic Plan: Existing and Projected Degree Programs*, departments/colleges may consider a “Pilot Program” (Note: only two pilot programs are permitted on a campus at time) or a “Fast-Track Program.” Departments/Colleges considering these options need to consult with the Office of Academic Programs before proceeding.
- For new options (subplans), use the Curriculog approval process F. Program – New Option/Emphasis
- For new minors, use the Curriculog approval process G. Program – New Minor.
- For changing program titles and CSU degree program codes, use the Curriculog approval process M. Program – Program Name Change/CSU Degree Program Code Change.
- For new certificates, use the Curriculog approval process H. – New Academic Credit Certificate.
- For elevation of a subplan to a major, use the Curriculog approval process K. Program – Elevating Option to Full Degree
- Email consultations with other colleges may occur during the proposal development process.
- The Department Curriculum Committee Chair approves proposals sent to the College Curriculum Committee.
- The College Curriculum Committee then reviews the proposal and conducts an email consultation if the department did not already do so. The College Curriculum Committee Chair approves proposals sent to the dean’s office.
- The dean’s office reviews the proposal. The dean’s office approves proposals sent to the Office of Academic Programs.
- The Office of Academic Programs reviews the proposal and approves complete proposals sent to the Cal Poly Pomona Academic Senate. After review by the Academic Senate Executive Committee, the proposal is forwarded to the Academic Programs Committee. The Graduate Executive Council shall be notified of any proposals related to graduate studies by Office of Academic Programs.
- The Academic Programs Committee reviews the proposals and makes a recommendation through the Academic Senate Executive Committee to the Academic Senate body. The Academic Senate conducts two readings of the proposal. Once the Academic Senate votes to approve the proposal, a recommendation regarding the proposal is sent to the President.
- The President approves or rejects the proposal(s) within 45 instructional days of receipt.<sup>5</sup>
  - The President has delegation of authority via Executive Order 1071R to approve all options and minors under an existing degree program. This authority has been delegated to the Provost.

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<sup>5</sup> Cal Poly Pomona Constitution, Appendix 17, Article II, Section 3E

- The Office of Academic Programs emails approved proposals to the Chancellor's Office for their review and approval. In some cases, external review may be required by the WASC Senior College and University Commission (WSCUC), and/or the Commission on Teacher Preparation and Licensing.
- Off-campus versions of existing programs do not need to be reviewed by the Academic Senate or the President. The Office of Academic Programs will forward proposals for such programs to the WSCUC Accreditation Liaison Officer who will work with the college to prepare the appropriate proposal to WSCUC.
- Programs are only implemented in the fall after they are incorporated into the catalog. New courses that will be offered as part of a new program typically are not offered until the program is implemented.
  - Following campus and/or CSU level approval, the Office of Academic Programs imports approved new courses into a draft copy of the upcoming academic year's [university catalog](#) and provides departments/colleges program catalog edit files for review and revision.
  - A near-final draft of the upcoming academic year's [university catalog](#) is published towards the end of the current academic year and will include new programs and courses; the final version of the [university catalog](#) is published prior to orientation for incoming students.

## PROGRAM REQUIREMENT CHANGES FOR EXISTING ACADEMIC PROGRAMS

The Office of Academic Programs sends a curriculum package containing catalog edits (word document with locked track-changes), roadmaps, and curriculum matrices at the beginning of the Fall term. For example, curriculum packages for the 2022-2023 academic year are sent out the beginning of Fall 2021. The curriculum packages are emailed to Associate Deans and Department Chairs. The procedure for processing catalog edits may vary between colleges.

- Departments review and propose changes to department's catalog pages, roadmaps and curriculum matrices. Changes that may impact other colleges should go through emailed written consultation during department consideration while the proposals are at the department level.
- The Department Curriculum Committee Chair forwards curriculum package to the college curriculum committee chair (optional) and/or dean's office.
- The College Curriculum Committee (optional) and the dean's office review the proposed changes. The dean's office forwards the revised curriculum packages to the Office of Academic Programs.
- The curriculum packages are reviewed by the Office of Academic Programs.
- After the review of the curriculum packages, departments are sent gallery proofs, updated roadmaps and curriculum sheets for final approval. Any additional curricular changes will not be accepted at this time. Departments are expected to respond within two weeks of the documents being sent to the department.

The near-final draft of the catalog is published online prior to the start of fall registration for the catalog academic year; the posting date is subject to change. For example, the near-final draft of the 2020-2021 catalog is published in early April 2020. Modifications may be made to the near-final draft of the catalog to address any policy changes, approved GE courses and/or approved academic master plan proposals

prior to fall orientation. The final version of the catalog is published online prior to the start of orientation for incoming fall students. For example, the final version of the 2020-2021 catalog is published in early June 2020.

## RESPONSIBILITY AND ROLE OF ACADEMIC UNITS<sup>6</sup>

### THE APPOINTMENT OF COMMITTEES AND COORDINATORS

Curriculum Coordinators and Curriculum Committees should be identified during the spring semester prior to the upcoming academic year or early fall semester of the same academic year. All persons involved in the process should become familiar with departmental programs, curricular offerings, catalog requirements, and deadlines as soon as possible. Department Chairs should inform College Deans of these appointments, which the Deans will forward to the Office of Academic Programs. The Curriculum Analyst and the Faculty Director of Undergraduate Studies and General Education will meet yearly with the Curriculum Committees from each college to orient them to the curricular process, to clarify roles and responsibilities, and to ensure that the curricular process adheres to the university's overall academic policies and strategic goals.

## DEPARTMENT RESPONSIBILITIES

### DEPARTMENT CURRICULUM CHAIR

The faculty in each department should use accepted selection procedures to choose a Curriculum Committee and a chair to coordinate the committee. It is recommended that the Department Curriculum Chair have experience on the Department Curriculum Committee and have extensive knowledge of the department and college curricular processes. Department Curriculum Chairs should possess extensive knowledge of general education and graduation requirements, and the relationship of the department's curricula and requirements with the requirements of other departments and colleges. Close attention to detail, accuracy in proofreading and cross-checking are essential.

The chair serves as the coordinator of the Department Curriculum Committee. The primary responsibilities of the coordinator are to keep the department informed about all curriculum matters and to oversee all curricular matters, including the preparation of course proposals for modifications, deletions, and additions, the department's academic master plan, and catalog copy. The chair may be responsible for interdepartmental consultation regarding curricular changes, in consultation with the Associate Dean.

Department Curriculum Chairs are responsible for approving or rejecting curricular changes going through the Department Curriculum Committee.

### RESPONSIBILITIES OF THE DEPARTMENT CURRICULUM COMMITTEE

The curriculum process is an on-going effort by the Department Curriculum Committee. Throughout the year, the Department Curriculum Committee should discuss possible curriculum changes. During the fall

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<sup>6</sup> AS-2263-078/AP Changes to Curriculum Procedure

semester, the Department Curriculum Committee formally prepares curricular additions, deletions, and changes to the [university catalog](#) resulting from discussions of the previous year.

The Department Curriculum Committee prepares and disseminates proposed curriculum actions and Curriculog proposals to the department faculty for approval.

#### RESPONSIBILITIES OF THE DEPARTMENT CHAIR

The Department Chair is responsible for ensuring that all department procedures and policies were followed and approve Curriculog proposals. In addition, the Department Chair approves the prepared curriculum packages and forwards them to the College Curriculum Committee.

## COLLEGE RESPONSIBILITIES

#### COLLEGE CURRICULUM CHAIR

The College Curriculum Chair shall serve as the coordinator of the College Curriculum Committee. The College Curriculum Chair will need to work closely with Department Chairs, appropriate Academic Senate Standing Committees, and the Office of Academic Programs. The College Curriculum Chair may be responsible for interdepartmental consultation regarding curricular changes. College Curriculum Chairs also facilitate discussions between the College Curriculum Committee and departments within the college to resolve outstanding curricular issues. When conflicts arise, the matter should be referred to the Associate Vice President for Academic Programs for resolution.

College Curriculum Chairs are responsible for approving or rejecting curricular changes going through the College Curriculum Committee.

#### RESPONSIBILITIES OF THE COLLEGE CURRICULUM COMMITTEE

The College Curriculum Committee is responsible for reviewing each department's proposal for its academic merit and its relationship to the undergraduate and graduate studies of other departments and the college as a whole. The committee is also responsible for reviewing proposals to avoid duplication across departments in other colleges for the best utilization of resources.

#### RESPONSIBILITIES OF THE DEAN'S OFFICE

Associate Deans shall oversee the curriculum process for their college. Their responsibilities shall include: regular communication with the Department and College Curriculum Committees; advising Department and College Curriculum Committees about potential curriculum changes; determining whether consultation for a particular curriculum change should be conducted by the Department or the College Curriculum Coordinator; ensuring that all necessary consultation documents are in order before a curriculum proposal is submitted to the dean; conducting any necessary consultation follow-up; and reviewing the Curriculog website on a regular basis to monitor other college's proposals which may impact their college's curriculum.

Every college curricular proposal shall be submitted to the Dean or Associate Dean for approval or disapproval. The Dean or Associate Dean should announce a decision within 10-academic working days. The Dan or Associate Dean's approval shall be based on the determination that the proposal is consistent with plans for the long-range development of the college, that all resource implications of the proposal (teaching positions, space, equipment, supplies, staff) have been considered carefully, and that

the Dean is prepared to give the needs of the proposal high priority in the college's budget. The Dean or Associate Dean's report should include a recommendation (approval/disapproval), and a summary of proposed curricular changes for each department within their college.

The Dean's Office is also responsible for ensuring that any new programs, including programs offered at off-campus locations do not accept enrollment until the programs receive Chancellor's Office and/or WSCUC approval. Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.

Associate Deans are responsible for approving or rejecting curricular changes going through the Dean's Office.

## UNIVERSITY RESPONSIBILITIES

### RESPONSIBILITIES OF ACADEMIC AFFAIRS

**The Office of Academic Programs** shall receive and review all curriculum proposals to ensure that consultation has been completed and that due process has been followed. As appropriate, the Office of Academic Programs will then submit the proposals to the Academic Senate for forwarding to the appropriate standing committee, the University Curriculum Committee, or the WSCUC ALO. All proposals should be approved to the Office of Academic Programs via Curriculog.

Academic Programs shall post any comments received via email to Curriculog during the consultation period for non-GE courses.

### RESPONSIBILITIES OF THE SENATE

**The Academic Programs Committee** is an Academic Senate Standing Committee. This committee is responsible for all program-level matters such as, but not limited to, program reviews, new or significantly modified program proposals, and the Academic Master Plan<sup>7</sup>.

**The General Education Committee** is an Academic Senate Standing Committee. This committee oversees the implementation of all Executive Orders related to general education in all of their specified and applied dimensions, except where local exceptions have been obtained, and is responsible for all new, modified, and deleted general education course proposals.<sup>8</sup>

## UNIVERSITY CURRICULUM COMMITTEE

**The University Curriculum Committee (UCC)** is composed of one representative from each college and related areas such as the Library and Articulation. The chair of the Academic Programs Committee of the Senate serves as an ex-officio member. The UCC reviews undergraduate and graduate proposals for courses not seeking general education approval, identifies potential overlap and/or duplication of existing courses, and ensures that due process has been completed. The UCC's decisions shall be forwarded to the Executive Committee of the Senate on an annual basis.<sup>9</sup>

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<sup>7</sup> Senate Bylaws, Article IV, Section 3B

<sup>8</sup> Senate Bylaws, Article IV, Section 3E

<sup>9</sup> AS-1107-990/AA – University Curriculum Committee

## Executive Graduate Council

The Office of Graduate Studies facilitates the review by the Executive Graduate Council of curriculum proposals that involve postbaccalaureate courses or programs. The Executive Graduate Council shall offer recommendations for the proposals.

## RESPONSIBILITY FOR COMMUNICATION AND CONSULTATION

It is the responsibility of all members of the curriculum development process to keep their constituencies well-informed of changes, proposals, and discussion items (e.g., the Department Curriculum Chair must keep the department as a whole informed; the College Curriculum Chair must keep the Dean, the Associate Dean, and all Department Curriculum Chairs informed). Departments must keep track of which of their courses are referenced by other programs on campus.

Consultation is recommended in all cases in which a unit has reason to believe that another unit may have an interest in a curriculum proposal. Consultation is required for the following actions:

1. Addition of any new course, major, minor, option, emphasis, or other programs.
2. Significant modification of any non-GE course, major, minor, option, emphasis, or other programs.
3. Deletion (i.e. removal from the University Catalog) of any non-GE service course, which one department offers but appears in another department's program requirements.
4. Modification (minimal or significant) or deletion of any General Education course.
5. Addition of any course offered by another department to appear in a department's program requirements.

Consultation for items 1-4 above occurs in Curriculog during the University Faculty approval step or is conducted by the Academic Senate Standing Committees. Consultation for item 5 above occurs outside of Curriculog and proof of successful consultation is emailed to the Office of Academic Programs as part of the catalog revision process. The Office of Academic Programs shall hold all proposals that fail to document consultation.

### STEPS TO ACHIEVE FULL CONSULTATION AMONG DEPARTMENTS

- 1) The responsibility of assuring proper consultation belongs to the department and Associate Dean (or designee) of the college corresponding to the academic unit (program, department, or college) proposing the curriculum action. This responsibility ends once all recipients respond or the time for response lapses, whichever comes first.
- 2) Academic units may provide feedback for proposals in Curriculog during the consultation period or provide feedback directly to the proposing academic unit.
- 3) New or significantly modified non-GE and deletion of non-GE service course proposals must complete a 30-calendar day consultation period in Curriculog.<sup>10</sup> At the end of the 30-days online consultation period, the Office of Academic Program shall confer with the proposing college on any concerns raised during the consultation period. The curriculum proposal shall either be returned to the submitting party for revision or forwarded to the Academic Senate Executive Committee or

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<sup>10</sup> AS-1114-990/AP – Revision of Consultation Policies

University Curriculum Committee as appropriate; all responses submitted during the consultation process will be included.

## RESOLUTION OF IMPASSE<sup>11</sup>

An impasse is when two or more departments disagree about a curriculum proposal and the curriculum process is deadlocked.

- The proposing unit and the affected college should correspond in a timely manner until resolution or impasse is reached. If there is an impasse, the Dean of the affected college shall notify the Associate Vice President for Academic Programs. The Associate Vice President for Academic Programs shall schedule a meeting of the Department Chairs and College Deans involved to discuss the issues and attempt to reach a resolution in a timely manner (within the same curriculum cycle). A proposed resolution reached in this manner must be approved by all departments involved in the impasse.
- If a resolution is still not possible, the following shall take place in a timely manner:
  - a) Each Dean and Department Chair will prepare a position paper and submit it to the Associate Vice President for Academic Programs.
  - b) The Associate Vice President for Academic Programs will prepare a background document.
  - c) The background document, the position papers, and any supporting materials shall be forwarded for consideration, either to the University Curriculum Committee or to the Academic Senate.
- The University Curriculum Committee will typically review cases related to course conflicts not related to general education, make a decision and forward them to the Academic Senate Executive Committee .
- The Academic Senate will review all cases related to general education course conflicts as well as conflicts between majors, minors, and options.
- Any miscellaneous issues concerning curriculum proposals not covered by either of the two preceding processes shall be referred to the Academic Senate Executive Committee for handling in accordance with standard senate procedures.

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<sup>11</sup> AS-2360-011/AA Removal of "Resolution of Impasses" section from the University Curriculum Guide

# MAJOR, SERVICE, and NON-GE COURSE PROPOSALS

## PROPOSALS FOR ADDITIONS, DELETIONS, AND MODIFICATIONS OF COURSES

Course proposals should be submitted for the development of new courses (Curriculog Approval Process A), the deletion of existing courses (Curriculog Approval Process B), and modifications of any kind to existing courses (Curriculog Approval Process A). For general education course proposals, see chapter 3.

The Office of Academic Programs, in consultation with the academic deans, shall monitor net changes in units or courses. It is strongly recommended that departments avoid a proliferation of courses within a program. Courses no longer considered an essential part of any curriculum, including those that have not been offered in three years, should be considered for deletion; this process may be considered during program review.

The levels of review for course proposals are as follows:

- Department Curriculum Committee
- Department Chair
- College Curriculum Committee
- College Dean
- Office of Academic Programs
  - Then, depending on the type of course:
    - University Faculty for new course, significant modification of course, and/or deletion of service course proposals
    - Executive Graduate Council for new post baccalaureate course, significant modification of post baccalaureate course, and/or deletion of service post baccalaureate course proposals
    - University Curriculum Committee for new course, significant modification of course, and/or deletion of service course proposals

## GENERAL GUIDELINES

The following are general guidelines to determine whether a proposed change should be categorized as a new course (an addition), a deletion, or a change:

- A course is considered NEW if:
  - No course like it existed before.
  - Changing catalog numbers from lower division to upper division, undergraduate to graduate, or vice versa. (The old catalog number must be retired and cannot be used again for five years.)

- The content has been changed extensively so as to seriously alter the course objective, how it is taught, its intended audience, etc. (The old catalog number must be retired and cannot be used again for five years.)
  - The course is being newly cross-listed or dual-listed (if this creates a “new” course in one of the departments).
  - Changing C/S classification AND course component (e.g. lecture/seminar (01-06) vs. activity (07-15, 18-22) vs. laboratory (15-17) vs. supervisory (23-25, 36, 48).
- A course is considered SIGNIFICANTLY MODIFIED if:
- Changing course title AND course description to reflect significant change in content; changes do not seriously alter the course objective, how it is taught, its intended audience, etc.
  - Changing prefix of an existing course.
  - Changing course units for a fixed unit(s) course.
  - Adding enrollment requirements (i.e. prerequisites, corequisites, concurrent) to courses that did not have any.
  - Changing C/S classification without changing component (e.g. 01 changed to 04, 05 changed to 06, 15 changed to 16, 25 changed to 36).
  - Changing Minimum Student Material and/or Minimum College Facilities.
- A course is considered MINIMALLY MODIFIED if:
- Updating course title OR course description to reflect minimal change in content.
  - Changing catalog numbers without changing from lower division to upper division, undergraduate to graduate, or vice versa. (The old catalog number must be retired and cannot be used again for five years.)
  - Updating unit range for variable unit courses.
  - Updating Contact Hours
  - Updating Instruction Mode(s)
  - Updating Grading Basis
  - Updating Repeat for Credit Rules
  - Updating When Offered
  - Updating Course Note(s).
  - Updating current and/or deleting enrollment requirements (i.e. prerequisites, corequisites, concurrent); addition of requirements outside of college requires that proof of consultation be attached to the Curriculog proposal as a PDF file.
  - Updating Expecting Outcomes.
  - Updating Instructional Materials.
  - Updating Course Outline.
  - Updating Instructional Methods.
  - Updating Evaluation of Outcomes.

- Updating Course/Department/College Specific Requirements.
- A course is considered deleted if:
  - The course is no longer offered and is to be removed from the university catalog. (Note that it is not considered deleted if it is removed from the curriculum of a particular program but remains in the catalog.)
  - The course is being changed from lower division to upper division status or vice versa. (The old catalog number must be retired and cannot be used again for five years.)
  - The content has been changed so extensively as to seriously alter the course objective, how it is taught, its intended audience, etc. (The old catalog number must be retired and cannot be used again for five years.)

## COURSE CONTENT AND DESIGN<sup>22</sup>

### SUBJECT AREA ABBREVIATION

Each academic discipline shall be assigned a subject area abbreviation used to identify courses related to that discipline. Abbreviations shall be two to three characters.

### LOWER DIVISION COURSEWORK

0001-0999 Courses carrying no credit toward degree requirements.

1000-1999 Lower division courses taught primarily in the freshman year and generally introductory in nature. Graduate credit is not allowed.

2000-2999 Lower division courses taught primarily in the freshman or sophomore years and generally introductory in nature. Graduate credit is not allowed.

All lower division courses taught at the university, except 1-unit activity classes in Kinesiology and Music, must include a writing component.<sup>23</sup>

### Upper Division Coursework

3000-3999 Upper division courses primarily for advanced undergraduate students, usually having prerequisites, bearing graduate degree credit upon the approval of the advisor.

4000-4999 Upper division courses most typically taken by juniors and seniors, and may be taken by graduate and post-baccalaureate students; may be restricted to such groups; usually

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<sup>22</sup>AS-2466-145/AA, Guidelines for Course Number Assignments to Aid in Semester Conversion

<sup>23</sup>AS-621-867/EPC – Mandatory Writing Assignments in All Classes

have prerequisites; may earn graduate credit. Courses 461x, and 462x, shall not apply to master's degree requirements.

As appropriate for the discipline, the writing component for upper division courses normally shall be three reports/essays and at least one major term/research paper of 15 pages in length or more. All written assignments at this level must include a research, scholarly and/or creative work components.

A 299X/299XA/299XL or 499X/499XA/499XL course number signifies a well-defined, one-of-a-kind, special topics course usually on a topic or in an area not covered by a regular, titled catalog course. The maximum credit for a 299X or 499X course applicable to a degree is 6 units. The maximum number of units that can be taken per is 3 units. A 499X course number should not be used to: (a) offer lower division coursework, (b) extend internships, (c) award academic credit in place of pay or (d) award credit for work experience.

### Graduate Level Coursework

- 5000-5999 Graduate and credential program courses, open only to graduate and post-baccalaureate students, or seniors with prior approval.
- 6000-6999 Graduate courses, open only to unconditionally classified graduate students.
- 7000-8999 Graduate courses, open only to students enrolled in doctoral program.
- 9000-9999 Courses including specialized workshops, seminars, and institutes designed to provide professional and occupational improvement; not acceptable for credit towards a master's degree.

A 599X/599XA/599XL course number signifies a well-defined, one-of-a-kind, special topics course at the post-baccalaureate level usually on a topic or in an area not covered by a regular, titled catalog course. The maximum credit for a 599X course applicable to a degree is 6 semester units with a maximum of 3 units per semester. A 599X number should not be used to: (a) offer undergraduate level coursework, (b) extend internships, (c) award academic credit in place of pay or (d) award credit for work experience. These graduate courses require that all students assume primary responsibility for an investigation that will contribute to the objectives of the class and that they report, interpret, and defend their findings orally as well as in writing.

### RESTRICTED CATALOG COURSE NUMBERS

The following three-digit numbers may not be used as the first three digits of a catalog number for purposes other than outlined below. By default, the fourth digit shall be zero (0). However, a non-zero number may also be used by departments to provide curricular advisory information.

- 198X, 398X, 598X Foreign Study Topics - Study undertaken in a foreign university under the auspices of The California State University International Programs.
- 200X, 400X, 500X Special Study - a course for individual or group investigation, research, study or survey of a particular problem; must be assigned a C/S classification associated with supervisory work. These extended course outlines were authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.

- 299X/299XA/299XL, 499X/499XA/499XL 599X/599XA/599XL Special Topics - a well-defined special topics course usually on a topic or in an area not covered by a regular titled catalog course; may be used to pilot new courses for a maximum of one year; may be assigned a C/S classification associated with lecture, laboratory, activity, or supervisory components.
- 441X, 442X, 541X, 542X Internship, Cooperative Education - a closely monitored, structured course that merges academic experience, personal development, and career exploration and provides meaningful, professional work experiences while meeting specific learning outcomes; progressive learning with prerequisite knowledge from one course to the next is expected if sequential numbers are used.
- 461X, 462X Senior Capstone, Senior Thesis, Senior Project, Senior Seminar - an undergraduate culminating experience that reflects upon, integrates, and applies what students have learned in their degree program; progressive learning with prerequisite knowledge from one course to the next is expected if sequential numbers are used.
- 691X Directed Research Individual - research in a specialized area, under the direction of a graduate faculty member; work does not pertain directly to the thesis; must be assigned a C/S classification associated with supervisory work. The extended course outline was authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.
- 692X Independent Research - individual study/investigation and research in a specialized area proposed by the student with the approval, and under the supervision, of a graduate faculty member; work does not pertain directly to the thesis; must be assigned a C/S classification associated with supervisory work. The extended course outline was authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.
- 694X Master's Thesis/Project Research - research conducted in a specialized area under the direction of a faculty member as part of the preparation for writing a thesis or preparing a graduate project; units are part of the 6 semester unit requirement for culminating experience.
- 695X Master's Project - a significant undertaking appropriate to the fine and applied arts or to professional fields that evidences originality and independent thinking, appropriate form and organization, and a rationale described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation; an oral defense may be required; units are part of the 6 semester unit requirement for culminating experience.
- 696X Master's Thesis - the written product of a systematic study of a significant problem that identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation and evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation; an oral defense of the thesis is required; units are part of the 6 semester unit requirement for culminating experience.
- 697X Comprehensive Examination - preparation for and completion of an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter evidenced through independent thinking, appropriate organization, critical analysis, and accuracy of documentation; preparation may be independent or guided by a graduate faculty member, if a graduate faculty member directs the preparation, a C/S classification associated with lecture or supervisory work should be assigned, otherwise a C/S

classification of C78 must be assigned; units are part of the 6 semester unit requirement for culminating experience.

- 699X Master’s Degree Continuation - a course that allows candidates who have enrolled in the maximum number of thesis or project units to maintain resident status. The extended course outline was authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.

## COURSE SUFFIXES

Some course numbers may have letter suffixes, used to indicate special attributes or mode of instruction related to the course. Approved suffixes are:

- A – Activity, course must be assigned a C/S classification associated with activities
- L – Lab, course must be assigned a C/S classification associated with laboratories
- H – Honors, course must be approved by the Kellogg Honors College to receive this designation
- M – Multilingual, course specifically designed for students designated as bilingual or multilingual<sup>24</sup>
- S – Service Learning, course must be approved by the Center for Community Engagement to receive this designation

## Course Classification Number —C/S (Classroom/Supervision) Number<sup>25</sup>

C/S numbers are an essential part of the expanded course outline, and may be affected by curricular changes, such as changes in course component, course content, or course descriptions. Since C/S numbers may affect resources, recommendations for this change must be submitted as a Curriculog course proposal by the initiating department for approval. Course descriptions, course component, and instructional methods should be aligned with the C/S number.

Please refer to the link below for the list of C/S Number Categories and Descriptions.

[https://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](https://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

## General guidelines for course classification<sup>26</sup>

**Lectures and Seminars:** There are six classifications for lectures and seminars. These are differentiated by the class capacity and the method of instruction. The faculty member earns 1.0 Weighted Teaching Unit (WTU) for each one-hour meeting.

**Laboratories:** These are courses in which student experimentation and investigation is the primary instructional method. There are two classifications for laboratories, differentiated by discipline.

<sup>24</sup> AS-2802-189-AA, M-Designation for First Year Composition Courses, Sections for Multilingual Speakers

<sup>25</sup> Chancellor’s Office APDB Data Element Dictionary Section V

<sup>26</sup> AS-2433-134/AP – C/S Classification Categories and Descriptions

Laboratory courses require a three-hour meeting for one unit of credit. The faculty member earns 2.0 Weighted Teaching Units (WTUs) for each three-hour meeting.

**Activities:** These are courses in which activities offer direct experience with content. There are four classifications for activities, differentiated by discipline and instructional tools. Activity courses require a two-hour meeting for one unit of credit. The faculty member earns 1.3 Weighted Teaching Units (WTUs) for each two-hour meeting.

**Laboratory/Activity Hybrid:** There is one classification for courses that are a hybrid of laboratory and activity work. Such courses require a three-hour meeting for one unit of credit. The faculty member earns 1.5 Weighted Teaching Units (WTUs) for each three-hour meeting.

**Performance/Production Activities:** There are five classifications for these activities, differentiated by the type of activity, the size of the performing ensemble, and whether a performance is involved. Such courses require a minimum of a two-hour meeting for one unit of credit. Depending on the classification, the faculty member earns either 1.3 or 3.0 Weighted Teaching Units (WTUs) for each meeting.

**Athletic Activities:** There are three classifications for these activities, differentiated by the sport and level of competition. Such courses require a minimum of a two-hour meeting for one unit of credit. Depending on the classification, the faculty member earns between 1.3 and 6.0 Weighted Teaching Units (WTUs) for each meeting.

**Supervisory Courses:** This category is limited to those courses where the teaching methodology requires a one-to-one relationship between student and faculty. There are five classifications, differentiated by the type and level of the activity. The length of the meetings is determined by the classification, regardless of the number of units. Depending on the classification, the faculty member earns between 0.25 and 1.0 Weighted Teaching Unit (WTU) per student supervised, regardless of the number of course units.

**Courses without Workload:** These are courses that generate FTES for the campus but do not generate WTU workload for faculty. There are two classifications, differentiated by the financial basis for the course. The length of the meetings per unit of credit varies by course.

## Modes of Instruction<sup>27</sup>

All modes that are appropriate for a particular course should be included in an expanded course outline. A Curriculog proposal is required if a mode of instruction is added or removed from a particular course. When considering mode of instruction, it is important to note that WSCUC approval must be obtained if 50% of a major degree coursework is offered online (both asynchronous and synchronous).

There are seven modes of instruction. The modes are further defined by whether the students must visit campus and whether the instruction is synchronous or asynchronous.

**Face-to-Face:** Course meets face-to-face in a classroom (instructor+ students in one location) for all of the course contact hours prescribed by the course classification and units. Syllabus, grades and course materials may be posted online.

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<sup>27</sup> AS-2910-201/AA: Updates to Course Designation Standards

***Hybrid with Asynchronous Component:*** Course uses both classroom and asynchronous instructional modes and meets face-to-face for a portion with of the course contact hours prescribed by the course classification and units.

***Hybrid with Synchronous Component:*** Course uses both classroom and synchronous instructional modes and meets face-to-face for a portion of the course contact hours prescribed by the course classification and units.

***Fully Asynchronous:*** 100% of the course instruction is delivered online in an asynchronous instruction mode. No scheduled meetings are required.

***Fully Synchronous:*** 100% of the course instruction is delivered online or via remote broadcast in a synchronous instruction mode. Students do not need to be on campus for any portion of course work or evaluation.

***Bisynchronous:*** 100% of the course instruction is delivered online using both synchronous and asynchronous instructional modes. The synchronous meeting pattern meets at an approved time module/meeting pattern.

***HyFlex:*** Course uses face-to-face, synchronous and asynchronous instruction modes. Instruction is provided in the classroom, and for each class meeting, students may choose to attend face-to-face, synchronously online or asynchronously online.

Note:

**Asynchronous instruction** is defined as online instruction that allows students to view instructional materials at any time.

**Synchronous instruction** is defined as online or remote broadcast instruction delivered during scheduled class meetings.

Please refer to the Appendix in this guide for a detailed list of Modes of Instruction.

[https://www.cpp.edu/academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_H\\_Instruction\\_Mode\\_Definitions.pdf](https://www.cpp.edu/academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_H_Instruction_Mode_Definitions.pdf)

## Suggested Guidelines for Writing an Expanded Course Outline

The Expanded Course Outline is a document to inform instructors and evaluators about the course offered.

Note: When submitting course proposals and revising or proofreading catalog copy, use the terms in this section for consistency.

### General Course Information

Proposal Type

Proposal Type Modification Summary

Modification Summary Description

Subject Area

Catalog Number

Cross Listed Course

Dual Listed Course

Formal Course Title

Unit(s)

C/S Classification

Component (lecture, laboratory, etc.)

Contact Hours

Instruction Mode(s) (face-to-face, fully asynchronous, etc.)

Grading Basis

Repeat for Credit

Repeat for Credit Limit

Repeat Credit Applicable to Degree/Max Unit per Term

When (Course) Offer

Course Category

GE Area (if applicable).

I. Course Description:

Provide course description exactly as it should appear in the catalog. Describe the course as accurately and concisely as possible.

II. Required Coursework and Background (i.e. Enrollment Requirements):

Give prerequisites, corequisites, and any other background that students must have before enrolling in the class, e.g., upper division status. If there are no prerequisites and/or corequisites, leave blank. Since prerequisites will limit enrollment in the class, do not list a prerequisite unless it is important that the students have the prerequisite before enrolling. Introductory level classes should have no prerequisites. Upper division or advanced level classes frequently have one or more prerequisites. Implementation of prerequisite checking under PeopleSoft necessitate that departments be careful to list only those prerequisites necessary to ensure students a reasonable chance of successfully completing the course, but not to be so restrictive as to block well-qualified students.

NOTE: If *Consent of Department/Instructor* is the only prerequisite, students will only be able to register with a permission number that overrides consent required issued by the academic department.

If an enrollment requirement of or *Consent of Department/Instructor* is required, students will have to satisfy the enrollment requirement to register for the course; if they do not satisfy the

enrollment requirement, they must obtain a permission number that overrides requisites not met from the academic department to register for the course.

If an enrollment requirement of *and Consent of Department/Instructor* is required, students will have to satisfy the enrollment requirement and obtain a permission number that overrides consent required from the academic department to register for the course.

III. Course Note(s):

Provide additional notes to students. These notes appear in University Catalog.

IV. Expected Outcomes:

- A. List the knowledge, skills, or abilities which students should possess upon completing the course. It may be helpful to review [Bloom's Taxonomy](#).
- B. If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.
- C. If this is a GE course, explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.
- D. If this is a GE course, describe how these outcomes relate to the associated GE Learning Outcomes listed below.

V. Instructional Materials:

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in an accepted bibliographic form.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility/>

VI. Minimum Student Materials:

List any materials, supplies, equipment, etc., which students must provide, such computers access, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has seen approved according to University procedures.

VII. Minimum College Facilities:

List the university facilities/equipment in addition to a traditional classroom that will be required in order to offer this class, such as gymnastic equipment, a special classroom, technological equipment, laboratories, etc.

VIII. Course Outline:

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

IX. Instructional Methods:

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

X. Evaluation of Outcomes:

- A. Describe the methods to be used to evaluate student learning, e.g., written exams, term papers, projects, participation, quizzes, attendance, etc.
- B. Describe the required writing assignments to be included.<sup>28</sup>
- C. Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include a link or attach a matrix to align the evaluation methods to the outcomes.
- D. If this is a GE course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.

Following are suggested formats for your evaluation of outcomes matrix:

Outcome	Evaluation Method
1	A, C
2	B, C
3	A
4	C
5	A

List outcomes and associated methods that will be used to assess outcome.

	Evaluation Methods		
Outcomes	A	B	C
1	✓		✓
2		✓	✓
3	✓		

List outcomes on left and methods on top, and put checks to indicate method to be used to assess outcome.

	Evaluation Methods		
Program/GE Outcomes	A	B	C
1	I		D
2		D	D
3	I		

List the Program and/or GE Outcomes on the left and methods on top, and put I, D, or M to indicate if the method is assessing introductory learning, developmental learning, or mastery learning.

XI. Course/Department/College Specific Requirements (OPTIONAL)

Additional information may be added to this section associated with accreditation or other stakeholders.

<sup>28</sup> AS-621-867/EPC – Mandatory Writing Assignments in All Classes

# General Education Course Proposals

## PROPOSALS FOR ADDITIONS, DELETIONS, AND MODIFICATIONS OF GENERAL EDUCATION (GE) COURSES

Course proposals should be submitted for the development of new GE courses (Curriculog Approval Process C), the deletion of existing courses (Curriculog Approval Process D), and modifications of any kind to existing GE courses (Curriculog Approval Process C). General education proposals require the same information for a non-GE courses, as well as information associated with the General Education program

The levels of review for all GE course proposals (new or modified) are as follows:

- Department Curriculum Committee
- Department Chair
- College Curriculum Committee
- College Dean
- Office of Academic Programs
- General Education Committee
- Academic Senate
- President

## CSU STUDENT LEARNING OUTCOMES

Every student seeking a bachelor's degree must take a substantial proportion of coursework designed to develop professional competence. In addition, students must develop the knowledge, skills, and understanding that will enable them to function as intelligent and creative members of a community. To enable students to achieve these goals, the university offers an integrated program of curricular and co-curricular activities organized to provide an educational experience suited to the needs of the individual.

Under the provisions of the California Code of Regulations<sup>35</sup>, the university offers a variety of courses in general education. Particularly, the purpose of the breadth requirements is to provide means whereby graduates:

- (a) will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions;
- (b) will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;

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<sup>35</sup>California Code of Regulations, Title 5, Section 40405

- (c) will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the Liberal Education and American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities.<sup>36</sup>

#### LEAP Essential Learning Outcomes Framework

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Within the LEAP Essential Learning Outcomes framework, campuses may identify more specific outcomes, such as students’ ability to:

- Think clearly and logically;
- Demonstrate information competency-finding and examining information critically;
- Carry out effective oral communication;
- Write effectively;
- Apply quantitative reasoning concepts and skills to solve problems;
- Make informed, ethical decisions;
- Understand and apply the scientific method;
- Apply learning from study abroad experiences to general education areas;
- Utilize technology in pursuit of intellectual growth and efficacious human interaction;
- Demonstrate understanding of human beings as physiological and psychological organisms;
- Demonstrate understanding of the physical world in which they live and the life forms with which they share the global environment;
- Demonstrate knowledge of cultural endeavors and legacies of world civilizations;
- Demonstrate understanding of how human societies have developed and now function;
- Apply socially responsive knowledge and skills to issues confronting local or global communities;
- Demonstrate life skills such as financial literacy;
- Understand and apply the principles, methodologies, value systems, ethics, and thought processes employed in human inquiry;
- Engage in lifelong learning and self-development; and
- Integrate and apply the insights gained from general education courses.

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<sup>36</sup> General Education Breadth Requirements – Executive Order No. 1100R Article 3.

## CAL POLY POMONA GENERAL EDUCATION REQUIREMENTS<sup>37</sup>

The Cal Poly Pomona (CPP) General Education (GE) requirements have been designed to complement the major program and electives completed by each baccalaureate candidate to ensure that graduates have made noteworthy progress toward becoming broadly educated persons who will function as intelligent, active, and creative members of their community.

The CPP GE program purposefully introduces students to a wide variety of disciplines and teaching modes that may be taught in all modalities and teaching modes. The CPP GE program mission is designed to help students to succeed in their chosen field, adapt to a changing workplace, be engaged citizens in their communities, and become lifelong learners. It provides essential skills and knowledge through a framework that enhances students' understanding of basic disciplines and encourages an appreciation of the complexity of all knowledge.

GE courses provide students with a broad intellectual foundation to enhance their potential for success. GE courses shall reflect the wide array of disciplines available, and departments are encouraged to submit courses for multiple GE areas. In recognition of the complexity of knowledge, these areas are defined with open and inclusive terms to encourage submission of courses that enrich the student learning experience. Departments are required to offer these courses at least once every five years, otherwise they will lose their GE designation.

As directed by Executive Order (EO) 1100, the GE Assessment Committee develops a set of broad learning outcomes (SLOs) for the GE Program as a whole "to fit within the framework of the four Essential Learning Outcomes drawn from the Liberal Education and American's Promise (LEAP) campaign. As a result, there is not a one-to-one mapping from the outcomes to the GE Areas. Every course must address all of the SLOs assigned to the GE Area for which it is approved. However, approved courses need not cover every element of those SLOs. The GE Assessment Committee also develops an assessment plan as recommended by EO 1100 article 6.2.5 and a periodic program review of the GE program<sup>38</sup> shall be undertaken in a manner comparable to major programs. The GE Committee in collaboration with the GE Assessment Committee shall have the responsibility to ensure that students have sufficient opportunities to achieve each of the learning outcomes in its entirety.

Courses that meet the university general education program requirements are recommended by the Academic Senate and approved by the President. Courses intended for General Education and for the American Cultural Perspectives requirement will be evaluated separately for each requirement. Since general education is under continual review, the framework, guidelines, and coursework approved to meet these requirements may change from one catalog cycle to another.

Students who change majors or have a break in status may be subject to new degree requirements. Careful academic advising is essential. Many degree programs recommend specific GE courses which also meet degree requirements. Departments may not establish deviations or modifications to the approved campus-wide general education patterns unless submitted through the complete consultative process, which requires final review by the CSU Chancellor's Office.<sup>39</sup>

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<sup>37</sup> GE-002-178 Revision of the CPP GE Area Distribution Document

<sup>38</sup> AP-018-123 Academic Program Review for the General Education Program

<sup>39</sup> California Code of Regulations, Title 5, Section 40405.5b

## CAL POLY POMONA GENERAL EDUCATION - UNIT DISTRIBUTION<sup>40</sup>

Beginning fall 2018 all undergraduate students at Cal Poly Pomona must satisfy the general education requirements with a minimum and a maximum of 48 semester units, including 9 units of upper division synthesis courses. Lower division courses only shall be approved for the lower division GE Areas. (The 9 upper division units shall be taken within the CSU to fulfill the CSU residency requirement.) EO 1100 2.2.2a says that a grade of C- (minus) or better is required in the “golden four” courses A1, A2, A3 and B4. In 2.2.5a EO 1100 says that a campus may waive one or more of the requirements of Title 5 and that the campus must have a clearly stated policy regarding such waivers. Courses are evaluated by a duly constituted GE Committee (which shall include a student representative) and are approved by the Academic Senate to meet the university general education program requirements. Since general education is under continual review, the framework, guidelines, and coursework approved to meet these requirements may change from one catalog cycle to another. Students who change majors or have a break in status may be subject to new degree requirements. Careful academic advising is essential. According to EO 1100 2.2.6.1, major courses and campus wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirements. Many degree programs recommend specific GE courses, which also meet degree requirements (double counting). Departments must indicate those courses on the curriculum of each program.

The General Education Program at California State Polytechnic University, Pomona is organized to include the minimum units indicated below in the following areas:

**Area A** English Language Communication and Critical Thinking (9 units): at least 3 units from each sub-area A1, A2, and A3.

**Area B** Scientific Inquiry and Quantitative Reasoning (12 units): at least 3 units from B1, B2, B4, and B5 including 1 unit of lab from B1 or B2 to fulfill B3; sub-area B5 must be an upper-division synthesis course.

**Area C** Arts and Humanities (12 units): at least 3 units from each sub-area C1, C2, and C3, and 3 additional units from sub-area C1 and/or C2; sub-area C3 must be an upper-division synthesis course<sup>41</sup>

**Area D** Social Sciences (9 units): at least 3 units from each from sub-areas D1, D2, and D4; sub-area D4 must be an upper-division synthesis course.

**Area E** Lifelong Learning and Self-Development (3 units)

**Area F** Ethnic Studies (3 units)

## INTERDISCIPLINARY GENERAL EDUCATION (IGE)

The Interdisciplinary General Education (IGE) program provides an integrative, interdisciplinary, discussion-based approach to learning about literature, humanities, social sciences, and the arts. IGE is an alternative pathway to satisfy 18 units of the University General Education requirements in areas A, C and D. The IGE pathway has the following common learning outcomes:

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<sup>40</sup>AS-2464-145/GE -General Education Subject Area Distribution, General Education Breadth Requirements – Executive Order No. 1100

- Effective Communication
- Critical Thinking
- Historical, Social, and Multicultural Understanding
- Understanding and Appreciation of Aesthetic Experiences
- Articulation of Values
- Information Literacy
- Integrative Learning

## CAL POLY POMONA GENERAL EDUCATION STUDENT LEARNING OUTCOMES<sup>42</sup>

### Goals and Measurable Outcomes

#### I. Acquire foundational skills and capacities.

- a. Write effectively to various audiences.
- b. Speak effectively to various audiences.
- c. Find, locate, evaluate, use, and share information effectively and ethically.
- d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.
- e. Apply and communicate quantitative arguments using equation and graphical representations of data.

#### II. Develop an understanding of various branches of knowledge and their interrelationships.

- a. Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.
- b. Analyze major literary, philosophical, historical, or artistic works and explain their significance in society.
- c. Analyze concepts, research methods and theories pertaining to the study of culture, economics, history, politics, or society.
- d. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

#### III. Develop social and global knowledge.

- a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.
- b. Analyze principles, methods, value systems, and ethics to social issues confronting local and global communities.

#### IV. Develop capacities for continued development and lifelong learning.

- a. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

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<sup>42</sup> AS-2420-123/GE General Education – Mission and Student Learning Outcomes

- b. Demonstrate activities, techniques, or behaviors that promote intellectual or culture growth.
- c. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

## FRAMEWORK AND GUIDELINES FOR GENERAL EDUCATION

All proposals submitted to the Office of Academic Programs for lower and upper division courses must meet the General Education guidelines. Note that campus policy requires a meaningful writing component in each General Education area.<sup>43</sup>

The Academic Senate approved in 2007 a definition of meaningful writing assignments: “Courses with a meaningful writing component must make use of individual written work to help students reflect upon ideas, analyze concepts, and explore relationships of concepts to one another. The written work must help students deepen their understanding of particular fields, enabling them to create meaning out of raw data and helping them express that meaning intelligibly to others. Written assignments must be structured to help students achieve specific course outcomes, and the students must receive feedback on their written work during – not solely at the end – of the quarter of instruction.”

## AREA A ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING (9 SEMESTER UNITS)<sup>44</sup>

Students are required to take a minimum of nine semester units in communication in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (subarea Area A3).

### **A1: Oral Communication (3 semester units) Ia, Ib, Ic, IVa**

Students taking a course in fulfillment of subarea A1 will develop knowledge and understanding of the form, content, context, and effectiveness of oral communication. Students will develop proficiency in oral communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading and listening effectively. Coursework must include active participation and practice in oral communication in English including exploration, development, understanding, and use of visual communication media and skills.

### **A2: Written Communication (3 semester units) Ia, Ic, IVa**

Students taking a course in fulfillment of subarea A2 will develop knowledge and understanding of the form, content, context, and effectiveness of written communication. Students will develop proficiency in written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading and writing effectively. Coursework must include considerable active participation and practice in written communication in English.

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<sup>43</sup> AS-2230-067/GE GE Meaningful Writing Component

<sup>44</sup> General Education Breadth Requirements – Executive Order No. 1100

**A3: Critical Thinking (3 semester units) Ia, Ic, Id, IVb**

In critical thinking courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well supported factual or judgmental conclusions.

**AREA B SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING (12 SEMESTER UNITS)** <sup>45</sup>

Instruction approved for fulfillment of this requirement is intended to develop knowledge of scientific theories, concepts, and data about living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

Students are required to fulfill each subarea B1, B2, B3, B4, and B5, as defined below. A student can satisfy the B3 requirement by either completing a B1 or B2 course with an integrated laboratory component or an independent laboratory course. Students shall complete the lower division requirements in Area B (1, 2, 3, and 4) before taking their upper division B5 course.

**B1: Physical Sciences (3 semester units) Ia, Id, Ie, IIa**

Courses in this area will allow students to develop knowledge of scientific theories, concepts, and data about non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. This area will also require quantitative and critical reasoning skills. Courses in this area will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.

**B2: Life Sciences (3 semester units) Ia, Id, Ie, IIa**

Courses in this area will allow students to develop knowledge of scientific theories, concepts, and data about living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. This area will also require quantitative and critical reasoning skills. Courses in this area will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.

**B3: Laboratory Activity (0 semester unit) Ia, Ib, Id, Ie, IIa**

Courses in this area will require the student to reinforce principles learned in either physical sciences or life sciences sub areas. A student can satisfy the B3 requirement by either completing a B1 or B2 course with an integrated laboratory component or an independent laboratory course. Courses in this area also include writing as an integral part of the process of learning and discovery.

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<sup>45</sup> General Education Breadth Requirements – Executive Order No. 1100

**B4: Mathematics/Quantitative Reasoning (3 semester units) Ia, Ie, IIa, IVb**

Through courses in subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this subarea shall include a prerequisite reflective only of skills and knowledge required in the course.

Courses in this subarea will require the student to use basic mathematical skills to develop mathematical reasoning, investigative and problem-solving abilities, including applications from/to real life situations. Students will not only practice computational skills, but will also be able to explain and apply basic mathematical concepts and solve problems using quantitative methods. In addition to traditional mathematics, courses in subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.

**B5: Science and Technology Synthesis (Upper division, 3 semester units) Ia, Ib, Ic, Id, Ie, IIa, IId**

Courses in this area shall deal both with the relationship between science, technology, and civilization and with the effect science and technology have on culture and human values. Synthesis courses in this area are essentially integrative in nature, incorporating the application and generalization of basic scientific or quantitative knowledge from the foundational courses to real world or practical problems.

Students must complete the lower division GE requirements in Area A (A1, A2, and A3) and Area B (B1, B2, B3, and B4) before enrolling in the upper division B5 course. Courses satisfying the requirements for B5 may have prerequisites in specific disciplines included in Area B (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

**AREA C ART AND HUMANITIES (12 SEMESTER UNITS) <sup>46</sup>**

Courses in the traditional humanistic disciplines enable students to develop their intellect, imagination, and sensitivity. Instruction in these subareas will demonstrate the continuity between historical and contemporary life as well as the relationships among the arts, the humanistic disciplines, self and society. Courses will reflect the contributions to knowledge and civilization that have been made by both men and women, and by different cultural groups in the world. In this pursuit, students shall cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between themselves, the creative arts and the humanities in a variety of cultures.

**C1: Visual and Performing Arts (3 semester units) Ia, IIb, IVb**

Courses will enable students to experience and appreciate visual and performing arts in relation to the realms of creativity, imagination, visualization, and feeling that explore the meaning of what it is to be human. Courses shall include active participation in aesthetic and creative experience. Students will understand how disciplined, individual creativity and visualization could produce objects and models that are obviously useful or practical, and also clarify, intensify, and enlarge the human experience.

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<sup>46</sup> General Education Breadth Requirements – Executive Order No. 1100

Courses will provide a sense of the values that inform artistic expression and performance and their interrelationships with human society.

**C2: Literature, Modern Languages, Philosophy and Civilization (3 semester units) Ia, Ic, Id, IIb, IIIa, IIIb, IVb**

Literature and modern languages courses in this area will provide students with an appreciation of languages and literature, underscoring both the relationships between culture and language and the significance of literature in the interpretation of culture. Students in literature and foreign languages will better understand the implication of great creative writings and communicative customs and traditions of particular cultures. Instruction in these courses will deepen students' appreciation of enduring works of literature and of the contributions of diverse cultures to our literary and linguistic heritage. Courses in languages other than English shall not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

Philosophy and civilization courses in this area will provide students with an understanding of the values that make a civilized and humane society possible. Courses will enable students to critically examine the philosophical ideas and theories around which different civilizations have been organized and explore the complex developments of those civilizations. In the study of philosophy, students will come to understand and appreciate the principles, methodologies, and thought processes employed in human inquiry. Courses should promote the capacity to make informed and responsible moral choices as well as encouraging a broad historical understanding.

**C3: Arts and Humanities Synthesis (upper division, 3 semester units) Ia, Ib, Ic, Id, IIb, IId, IIIa**

Courses in this area shall emphasize the humanistic or expressive aspects of culture. Synthesis offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local - showing the bonds between the past, present, and future.

Students shall complete the lower division GE requirements in Area A1, A2, A3 and B4 and Area C (C1 and C2), before taking their upper division C3 course. Courses satisfying the requirements for C3 may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

## AREA D SOCIAL SCIENCES (12 SEMESTER UNITS) <sup>47</sup>

Students will learn from courses in multiple disciplines that human social, political, and economic institutions as well as history and human behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems, and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation shall not be included in Area D. Students must complete at least two lower division courses in two different disciplines.

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<sup>47</sup> General Education Breadth Requirements – Executive Order No. 1100

Students are required to take one course from each subarea, D1, D2, and D4. Students who complete the IGE course sequence are exempt from this requirement since the IGE program by its very nature provides the necessary breadth. EO 1100 says in 2.2.6.2 campuses may include the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) in general education. This statute is met at Cal Poly Pomona by courses that satisfy these requirements as outlined in Executive Order 1061 and divided into D1 and D2 as follows:

**D1: U.S. History and American Ideals (3 semester units) Ia, Ib, Ic, IIb, IIc, IIIa**

The GE Subarea provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404,) outlined in Executive Order 1061, Paragraph I, A as follows:

*Any course or examination which addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.*

- 1. Significant events covering a minimum time span of approximately one hundred years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.*
- 2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.*
- 3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.*

**D2: US Constitution and California Government (3 semester units) Ia, Ib, Ic, IIc, IIIb, IVc**

The GE Subarea provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) as outlined in Executive Order 1061, Paragraph I, B as follows:

*Any course or examination which addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government must address all of the subject matter elements identified in the following subparagraph of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.*

- 1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.*
- 2. The rights and obligations of citizens in the political system established under the Constitution.*
- 3. The Constitution of the State of California within the framework of evolution of Federal- State relations and the nature and processes of State and local government under that Constitution. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.*

**D4: Social Science Synthesis (upper division, 3 semester units): Ia, Ib, Ic, Id, IId, IIIa, IIIb**

Courses in this area shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.

Students shall complete the lower division GE requirements in A1, A2, A3 and B4 and Area D (D1, and D2), before taking their upper division D4 course. Courses satisfying the requirements for D4 may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

**AREA E LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT (3 SEMESTER UNITS) IA, IVA, IVB, IVC<sup>48</sup>**

The content of courses to fulfill Area E is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy and student success strategies, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein. Courses in this area, according to EO 1100, shall be lower division only.

**AREA F: ETHNIC STUDIES (3 SEMESTER UNITS) IA, IVA, IVB, IVC**

This 3-unit requirement fulfills Education Code Section 89032. The requirement to take a 3-unit course in Area F shall not be waived or substituted. To be approved for this requirement, courses shall have the EWS prefix. Courses without an ethnic studies prefix may meet this requirement if cross-listed with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American 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.

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<sup>48</sup> General Education Breadth Requirements – Executive Order No. 1100

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/or Latina and Latino American communities.

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

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

## GUIDELINES FOR GE SYNTHESIS COURSES

The major focus of a synthesis course is to integrate and focus fundamental concepts and issues. Each course in this category shall:

- include readings from original primary/historical sources, as opposed to only secondary sources.
- promote original and critical thinking in writing and/or discussion.
- Focus on attention on understanding the interrelationships among the disciplines and their applications.
- examine ideas and issues covered in this area in deeper and/or broader more integrative ways.
- encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas.
- identify and evaluate assumptions and limitations of ideas and models.
- develop written and oral communication skills appropriate for an upper division course (completion of courses in Area A: Subareas A1, A2, & A3 is required.)
- provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course.

### B5: Science and Technology Synthesis

The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within scientific inquiry, quantitative reasoning, and/or technology.

### C3: Arts and Humanities Synthesis

The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within Philosophy, Fine Arts, Language, Performing Arts, History and Literature.

### D4: Social Science Synthesis

The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within the social sciences.

### Interdisciplinary Synthesis Courses

An interdisciplinary synthesis course integrates two or more of the subareas B, C, and D. Prior to taking one of these courses, students must complete all lower-division courses in Area A and at least two subareas from the areas being integrated by an interdisciplinary synthesis course.

Each interdisciplinary synthesis course can be used to satisfy the requirement in any one of the areas integrated. For example, a B5/D4 course satisfies either B5 or D4 (not both areas). Students must fulfill all three upper division synthesis areas (Scientific Inquiry and Quantitative Reasoning, the Arts and Humanities, and the Social Sciences).

## Sub Area B5-Science and Technology Synthesis

Foundational courses in Area B teach the fundamental concepts of mathematics and science, including the scientific method. By placing basic knowledge of science and technology in an historical context, one may rationalize the inclusion of this area as a component of general education. Synthesis courses in this area are essentially integrative in nature, requiring application and generalization of basic scientific or mathematical knowledge from the foundational courses to real world or practical problems. Appropriate issues to be explored by Synthesis courses would include but not be limited to:

- The impact of science and technology on civilization and human values.
- Natural systems issues.
- History and philosophy of science and technology.
- Scientific method and reasoning.
- Health and diseases.
- Medical technology and its ethical implications.
- General systems theory and its application.
- Exploration of Earth systems.
- Relationships between Earth's biological and physical systems.
- Impact of concept biological evolution on scientific thinking.
- Computers and humankind.
- Roles and impact of biological resources and systems on various areas of human life such as nutrition, pharmacy, biodiversity benefits, economics and culture.

### Educational Objectives

To develop higher-order cognitive skills through:

- Being exposed in greater depth to some of the ideas and issues covered in the lower-division courses in this area, thus gaining a deeper knowledge in a focused area within Science and Technology.
- Applying analytical thinking to draw inferences from observations, discerning internal structures and patterns, recognizing problems and analyzing value structures.
- Encouraging synthetic-creative thinking in order to identify problems and associations, and construct original ideas.
- Thinking evaluatively, whereby assumptions and limitations are identified and ideas evaluated.
- Reasoning scientifically by mastering an understanding of the scientific method and the need for accurate measurements.
- Using numerical data critically to provide support for data and to recognizing the correct as well as incorrect uses of data.

- Recognizing that there are ethical issues that evolve out of scientific, mathematical and technological explorations.
- Understanding the responsibilities and obligations inherent in applying knowledge for human betterment and benefit.

### Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the Scientific Inquiry and Quantitative Reasoning sub-areas 1, 2, or 4, and the manner and method for integrating concepts from the foundational courses.
- How the course will apply fundamental scientific, mathematical or statistical concepts from the foundational courses to solve problems in new or larger areas.
- How the required writing component is incorporated.
- The development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: Sub-areas 1, 2 & 3 is required.)
- Assessment of the student's understanding of the math and natural science area of general education.

The course outline should also:

- Show a clear orientation of subject matter toward an integrative consideration of science as it relates to human affairs, as opposed to the strongly discipline-oriented coverage of individual topics in major courses.
- Demonstrate the use of the scientific method to explore the impact/influence of science on human affairs.
- Emphasize how to find and utilize original research materials from the scientific literature to inform discussions and support written assignments and class presentations.
- Require students to demonstrate an ability to analyze and manipulate scientific data through assignments and/or in-class activities.

## Sub Area C3-Arts and Humanities Synthesis

The inquiry-based Humanities Synthesis course will integrate and be focused on two or more of the following areas: Philosophy, Fine Arts, Language, Performing Arts, History and Literature. This course is intended to be the culmination of a sequence of study and to focus and synthesize the essence of humanities coursework already taken. The course should emphasize the Humanistic or expressive aspects of culture. This offering should provide the temporal and cultural context that will illuminate contemporary thought and behavior from a global, regional and local perspective and show the bonds between the past, present, and future.

### Educational Objectives

To develop higher-order cognitive skills through:

- Exposing with greater depth, some of the ideas and issues covered in the 100-level and 200-level courses in Humanities, thus gaining a deeper knowledge in a focused area within the Humanities,
- Applying analytical thinking to draw inferences from observations, discerning internal structures and patterns, recognizing problems and analyzing value structures,
- Encouraging synthetic-creative thinking in order to identify problems and associations, and construct original ideas, and
- Thinking evaluatively, whereby assumptions and limitations are identified and ideas evaluated.

Objectives more specific to Humanities:

- Understanding the possibilities and limitations of language as a symbolic and expressive medium,
- Reading with insight, engagement, detachment, and discrimination so as to sustain an extended line of reasoning through both narrative and thematic development,
- Reviewing and re-emphasizing the crucial historical developments within the Humanities and appreciate the significance of major literary, philosophic, and artistic works,
- Grasping relevant aspects of the relationship of the Humanities to science and technology,
- Appreciating non-verbal forms of understanding and expression, appreciating the aesthetic and historical development of one or more of the visual or performing arts and understanding the relationship between form and content,
- Understanding currently accepted critical standards and the advantages and limitations of various schools of reasoning, and
- Appreciating the relative cultural significance of works of literature, philosophy, and the arts.

Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the Humanities sub-areas 1, and/or 2 (Completion of courses in Area C: Sub-areas 1, 2, and 3 is required),
- How the course is focused on two or more of the following areas: Philosophy, Fine Arts, Language, Performing Arts, History and Literature,
- The development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: Sub-areas 1, 2 and 3 is required),
- How the required writing component is incorporated,
- Assessment of the student's understanding of the Humanities area of general education.

The course outline should also indicate:

- In what manner the course contributes to an overall understanding of the Humanities,
- What insight is provided by the course on the strengths and limitations of a humanistic approach,
- How this course integrates the more specific offerings of the Humanities area,
- How a Humanistic perspective on contemporary issues complements other viewpoints,
- How the course promotes problem solving and reasoning skills.

## Sub Area D4-Social Sciences Synthesis

The purpose of the Social Sciences Synthesis course requirement is to allow the students to examine more deeply, and apply more broadly, the basic concepts and methodologies that they acquired in the lower division courses for understanding the behavior of individuals, groups and societies. Some of these courses may focus on a deeper understanding of a set of concepts and their application in the solution of a variety of specific social problems. Other courses may take a broader, more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as of different theories and approaches in the field. Although the approach, methodology and specific focus of the different disciplines in this area differ considerably, each course should show how its discipline provides its own insight into the complex phenomenon that is human social behavior.

### Each course in this category:

- Should include readings from original primary sources, as opposed to only secondary sources.
- Should promote original and critical thinking in writing or discussion.
- Should focus attention on understanding the interrelationships among the disciplines and their applications in contemporary environments.
- Should encourage a deeper understanding of a set of concepts in a particular area and their application in a wide variety of situations.

### Educational Objectives

To develop high-order cognitive skills in the social sciences through:

- Being exposed in greater depth to some of the ideas and issues covered in the lower division courses in this area, thus gaining a deeper knowledge in a focused area within the social sciences.
- Understanding the research methodologies of one or more specific areas in the social sciences, and how they are applied to different situations and questions.
- Applying the basic knowledge and understanding acquired in the lower division courses to the advanced study of one or more specific areas, or to a broad cross-cultural and historical analysis of one of the Social Sciences.
- Gaining insight into the many factors at different levels that influence the behavior of groups of different sizes.
- Being able to critically evaluate different approaches to studying and changing social behavior at different levels.

### Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the Social Sciences sub-areas 1, 2 or 3 (Completion of courses in Area D: sub-areas 1, 2, and 3 is required).
- The development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: Sub-areas 1, 2, and 3 is required.),

- How the required writing component is incorporated,
- Assessment of the student's understanding of the Social Sciences area of general education.

The expanded course outline should also indicate how the course:

- Draws upon the perspective of one or more of the fields in the Social Sciences that are covered in the lower division courses.
- Provides the student with a deeper understanding of one area of Social Sciences, and with the ability to apply its concepts to different problems and situations.
- Promotes critical thinking, problem solving and reasoning skills.

## General Education-Interdisciplinary Synthesis

### General

The Interdisciplinary Synthesis course is one that bridges two or more of the General Education synthesis areas and is not specific to any one of the three. In other words, whereas the conventional synthesis course is identified by content as belonging to its respective area, the interdisciplinary synthesis course can function in more than one area by virtue of its composite nature. Qualifying courses might include thematic or topical courses falling outside domains traditionally associated with the General Education function, e.g. courses in the former general education category 5 that are associated with Agriculture, Business Administration, Engineering, Environmental Design and Hotel and Restaurant Management.

### Educational Objectives

To develop an enhanced ability to:

- Apply knowledge and understanding acquired in lower-division course-work in the area to the advanced study of a subject or to new, but related areas of inquiry.
- Respond in depth to the kinds of issues approached in lower-division study in the area.
- Appreciate the implications of knowledge in a focused area of study.
- Appreciate the way in which relationships between one area of study and another area provide perspective on knowledge.

### Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the general education synthesis areas (Completion of all relevant subareas from the areas being integrated by this course is required),
- Development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: sub-areas 1, 2, and 3 is required),
- Assessment of the student's understanding of the interdisciplinary nature of the areas covered.

The expanded course outline should also explain:

- The upper-division level of studies and that the lower-division foundational courses serve as prerequisites.
- The manner in which the lower division general education areas are covered by the material in the course.
- The manner in which synthesis of the General Education areas is achieved.

Additional guidelines concerning Interdisciplinary Synthesis Courses

- The expanded course outline may be developed and offered by one department with the collaboration of other departments or may be developed and offered by two or more departments.
- Informal submission to the GE Committee is encouraged for review and suggestions before formal submission for approval.
- It is understood that any student completing this course must also complete other synthesis courses so that a total of three courses in the synthesis areas of Humanities, Social Sciences, and Mathematics and Natural Sciences are taken.

## GRADUATION REQUIREMENTS IN UNITED STATES HISTORY, CONSTITUTION AND AMERICAN IDEALS<sup>49</sup>

Executive Order No. 1061 was issued pursuant to Section 40404 of Title 5 of the California Code of Regulations. Its purpose is to establish guidelines for the administration of Section 40404 by prescribing the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements of Section 40404. This executive order also describes requirements and procedures whereby other accredited institutions may certify that the requirements of Section 40404 have been satisfied.

### I. **Content of Course and Examination Designated as Meeting Requirements of Section 40404**

- A. Any course or examination that addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph I.A. Nothing contained herein is intended to prescribe the total content or structure of any course.
1. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
  2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
  3. The events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.

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<sup>49</sup> Graduate Requirements in United States History, Constitution and American Ideals – Executive Order No. 1061

- B. Any course or examination that addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government must address all of the subject matter elements identified in the following subparagraphs of this paragraph I.B. Nothing contained herein is intended to prescribe the total content or structure of any course.
1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
  2. The rights and obligations of citizens in the political system established under the Constitution.
  3. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.
  4. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.

## II. Certification

Students transferring from other accredited institutions of collegiate grade will be deemed to have met the requirements of Part I if the president of a regionally accredited institution or designee certifies that all requirements of Title 5, Section 40404 and the guidelines of this executive order have been met by satisfactory completion of course(s) or examination(s) at the baccalaureate level. Such certification shall be recognized by any campus of the California State University.

## III. Procedures for Certification

The procedures for certification shall be those established for certification of General Education-Breadth Requirements (see Executive Order No. 342), modified as follows:

- A. Certification means that the entire requirement has been met. Partial certification is not authorized.
- B. Certification addresses satisfaction of the requirement only. It does not address credit for the units completed. When baccalaureate course credit or general education-breadth credit is involved, certification shall be accomplished according to the established procedures for those purposes (see Executive Orders 167 and 1033).
- C. A list of courses and examinations to be used for certification shall be appended to preliminary and final general education course lists provided for in Executive Order 1033 together with a statement that such courses and examinations cover all subject matter elements set forth in Part I of this executive order.

## IV. Authorization to Grant Exceptions

Exceptions to the foregoing requirements may be authorized under the following circumstances:

- A. For students who are enrolled in California State University degree major programs and who transferred from a California community college, the chancellor may authorize exceptions to the requirements specified herein if:

1. The California State University baccalaureate degree major programs are mandated by law to articulate with California Community College associate degree program; and
  2. The bachelor's degree programs are limited by law to 120 total semester units (180 quarter units); and
  3. The campus opts not to mandate that the requirements herein be completed in satisfaction of CSU General Education Breadth upper-division requirements ("double counted"); and
  4. The campus opts not to mandate that the requirements herein be completed in lieu of requirements in the degree major or double count in satisfaction of requirements in the degree major; and
  5. The campus opts not to mandate that the requirements herein be completed in lieu of local, campus-specific graduation requirements or double count in satisfaction of local, campus-specific graduation requirements, and
  6. There are no available elective units in the degree program.
- B. On a program-by-program basis, for high-unit professional degree major programs, the chancellor may authorize campus-approved proposed exceptions to the requirements specified herein.
- C. In individual cases of demonstrable hardship, the appropriate campus authority may grant exceptions to the requirements specified herein.
- D. A postbaccalaureate student who is enrolled in a baccalaureate degree program shall not be subject to the requirements set forth in this section if:
1. The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or
  2. The student has completed equivalent academic preparation, as determined by the appropriate campus authority

# ACADEMIC PROGRAMS AND ACADEMIC MASTER PLAN PROJECTIONS

## Overview

The CSU [Academic Master Plan](#) (AMP) is a comprehensive list of campuses academic degrees that guide program, faculty, and facility development. It represents the collective opinion of campus constituencies as to which programs best serve the long-term interests and development of the campus as a whole and which new programs will contribute to the advancement of campus goals. In addition to existing degree programs, the AMP also list program-review schedules for authorized degree programs and CSU Board of Trustees (BOT) approved projected (planned) programs. Updates to the CSU AMP are submitted annually by each campus to the CSU Chancellor's Office (CO).

New program projection proposals submitted by each campus during the annual AMP updates are reviewed individually in the context of the total offerings and projections of the campus, the offerings and projections of the system, and, when applicable, the State. They are also reviewed in terms of campus resource capabilities and current program performance. Following the annual review and updating process, the program projections are submitted by the CO to the BOT.

Endorsement by the BOT of all projected degree programs is required prior to its inclusion on the CSU AMP. CO review and approval of approved projected degree program proposals is required prior to implementation. New options, emphases, and minors are exempt under the [Delegation of Authority to Approve Options, Concentrations, and Special Emphases \(and Similar Subprograms\) and Minors](#) provisions, which delegates approval authority to Presidents if the option or minor falls under an established degree program at the campus. Prior to implementation of any option approved under this delegation, the campus shall notify the CO and obtain CO confirmation of compliance with CSU policy and applicable law. Minors are not defined at the system level, and campuses may set local policy regarding minors.

The [CPP Academic Master Plan](#) (different than the CSU AMP) serves as our collective vision for our academic identify, values, and future directions. It articulates our philosophy and approach and also impacts the decisions that will be made in the next campus physical plan.

## Types of Degree Programs

### Undergraduate Programs

The bachelor's degree program must be clearly defined as either a 4-year or a 5-year curriculum. Exceptions to general education requirements must be approved through the full campus consultative process on a program-by-program basis.

#### **Bachelor of Arts (BA)<sup>34</sup>**

The purpose of the BA degree is to provide the student with a balanced and coherent liberal arts education with appropriate grounding in a recognized discipline or interdisciplinary fields of study. The degree is characterized by breadth (i.e., opportunities for electives outside the major) and flexibility. A

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<sup>34</sup> [California Code of Regulations, Title 5, 40500](#)

Bachelor of Arts degree requires 120 semester units with at least 24 semester units of courses within the major, of which at least 12 must be upper division.

### **Bachelor of Science (BS)**<sup>35</sup>

The Bachelor of Science degree has the same primary objective as the Bachelor of Arts degree, but it is grounded in scientific principles and methodology, and emphasizes technical or professional components. It is more specialized than the Bachelor of Arts degree, and is generally more career specific. A Bachelor of Science degree requires 120 semester units with at least 36 semester units of courses in the major, of which at least 18 must be upper division. Major courses are not restricted to those with the major departmental prefix(es), but it is expected that the major will generally consist of such courses.

### **Bachelor of Fine Arts<sup>36</sup> (BFA) and Bachelor of Music<sup>37</sup> (BM)**

The Bachelor of Music degree or the Bachelor of Fine Arts degree requires a minimum of 120 semester units and no more than 132 semester units shall be required, unless the Chancellor grants an exception. The BFA and BM shall contain maximum 70 semester units of courses in the major, with at least one-fourth of these units devoted to theory and content as distinguished from studio, production, and performance.

### **Bachelor of Architecture<sup>38</sup>(BArch)**

A Bachelor of Architecture degree requires a minimum of 120 semester units and a maximum of 150 semester units. The BArch will contain at least 45 semester units of courses in the major, of which at least 27 must be upper division.

### **General Guidelines for Undergraduate Degree Programs<sup>39</sup>**

All 4-year undergraduate degrees shall be comprised of no more than 120 units (except for programs granted an exemption by the Chancellor's Office in accordance with Title 5; e.g., Bachelor of Fine Arts, Bachelor of Architecture) and that the total degree units will be made up of GE units, major units and unrestricted electives. Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement<sup>40</sup>. All degree programs will be approved via the Cal Poly Pomona Academic Senate, the President or their delegate, and the Chancellor's Office. All options, emphases, certificates, and minors will be approved via the Cal Poly Pomona Academic Senate and the President or their delegate.

Major GPA for undergraduates is based on the entirety of major courses. (This does not include unrestricted electives or General Education courses that are not double-counted.)

All degree programs shall have a common set of specified core courses (as known as major required), which shall comprise the majority of units in the program. Culminating experience units, when required as part of a program and addressing the same learning outcomes for all options, shall be considered as part of the program core<sup>41</sup>. Each course used to satisfy the learning outcomes of the program core

<sup>35</sup> [California Code of Regulations, Title 5, 40501](#)

<sup>36</sup> [California Code of Regulations, Title 5, 40506](#)

<sup>37</sup> [California Code of Regulations, Title 5, 40506](#)

<sup>38</sup> [California Code of Regulations, Title 5, 40505](#)

<sup>39</sup> [AS-2465-145-AP Definition and Guidelines for Undergraduate Degree Programs for Semester Model](#)

<sup>40</sup> [EO 1100 Article II section 6 \(8/23/17\)](#)

<sup>41</sup> [AS-2812-189-AP Update to Definitions and Guidelines for Degree Program Structure for Semester Model](#)

should easily be associated with the major's CSU program code, CSU Generic Title, and Classification of Instructional Programs (CIP) definition. Information regarding these items is located on the Chancellor's Website (CSU Codes to CIP2020; [XLS/PDF](#)).

**Definition of Core Courses (Major Required):** The set of courses that are either required for all options within a major, or achieve the learning outcomes common to all options within a major. It is possible for a group of courses to achieve the same set of learning outcomes, even if not all students are required to complete exactly the same set of core courses. It is expected that most core courses will be the same for all options, but some portion of the core courses may differ between options, provided that the same learning outcomes are addressed. In particular, the allowable portion shall be interpreted flexibly for programs that need to comply with state requirements for teacher credentialing, discipline-specific accreditation requirements, or other external regulations. However, all students must be provided equal opportunity to achieve all program learning outcomes. Core courses can include courses that are “double-counted” to satisfy GE and major requirements, but shall not include courses only taken to satisfy GE requirements.

## Graduate Programs<sup>42</sup>

A master's degree program consists of a minimum of 30 semester units of approved graduate work completed within a maximum of seven years. Not less than 60% of the units required for the master's degree shall be in courses organized primarily for graduate students. Not less than 70% of major units shall be completed in residence. No course in teaching methods or directed teaching may be included in a master's degree program.<sup>43</sup> Not more than six semester units shall be allowed for a thesis or project.

Programs shall contain a collection of specified core courses that all students in the program complete for the degree. The purpose of the core curriculum is to ensure that there are sufficient opportunities for students to achieve the program's learning outcomes. The core courses shall comprise the majority of the units in the degree program<sup>44</sup>.

All courses for a Master's program shall normally be at the 4000 level or higher, but students may take 3000 level courses as needed if approved by the program's graduate coordinator. Culminating Experience units cannot be used to substitute for Core nor Elective units.<sup>45</sup>

### Culminating Experiences

#### a. Selection of Culminating Experience

In programs that allow students to choose from among more than one type of culminating experience, students shall select their culminating experience with guidance from their advisor before advancement to candidacy. Students may attempt the chosen culminating experience a maximum of two times. Once enrolled in a particular culminating experience, students may not switch to an alternative experience.

#### b. Writing Proficiency

<sup>42</sup> [California Code of Regulations, Title 5, 40510](#) and [AS-2490-156-AP Proposed Master's Degree Structure Under Semester Calendar](#)

<sup>43</sup> No campus policy found to support this restriction.

<sup>44</sup> [AS-2812-189-AP Update to Definitions and Guidelines for Degree Program Structure for Semester Model](#)

<sup>45</sup> [AS-2833-189-AP Master Programs: Use of Culminating Experience Units](#)

Graduate study deals with more complex ideas and demands more sophisticated techniques, searching analysis, creative thinking, and time than undergraduate study. The research required is extensive in both primary and secondary sources and a high quality of writing is expected. Demonstration of advanced-level writing proficiency shall be completed through fulfillment of the Graduation Writing Test requirement before Advancement to Candidacy.

#### c. Theses

A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

A thesis is distinguished by certain elements such as an introduction to the study, a review of the literature, a methodology section, results, summary, and recommendations for further research. There may be a difference between the elements found in a quantitative thesis versus those found in a non-quantitative (qualitative) thesis. The thesis committee will be most concerned with the manner in which the material is researched, organized, developed, and presented.

An oral defense of a thesis shall be required. It will include a presentation by the master's candidate to the Thesis Committee. The Committee chair may approve oral defenses undertaken partly or wholly in mediated environments, including via conference call or on-line, provided that the defense takes place in "real time." Any member of the University community may attend the defense. The oral defense shall be graded pass/fail. It shall be documented by a signed statement attesting to the outcome of the defense.

#### d. Projects

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields, and to professional applications of other subjects. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation.

Types of projects may include but are not limited to:

- A Creative Project: an original contribution to the verbal, visual, or performing arts. Examples include a music recital; a musical composition; an interactive multimedia project; a completed novel or play; a completed collection of short stories or poems; direction of a theatrical production; a gallery showing of works of art.
- A Research Project: a project that contributes to the professions, by adding to technical/professional knowledge in the professional field. Examples include building a device; designing an experiment; a field study; a case study.
- A Portfolio Project: a collection of new and re-envisioned work including elements of revision, reflection, analysis, and application of theoretical concepts and practical strategies. Material completed previous to the beginning of the culminating project must be re-evaluated

The Project Committee will be most concerned with the way the material is researched, organized, developed, and presented. The written document describing the project shall be filed in the Library. In

cases where the project is a manual or handbook, the project itself is placed in the appendix, while sections in the main body of the text are tailored to introduce, justify, and validate the study or creative effort.

An oral defense may be required, at the discretion of the program. If required, an oral defense of a project shall include a presentation by the master's candidate to the Project Committee, and/or a period of questioning directed to the master's candidate by the committee.

#### e. Comprehensive Exams

A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate a mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis, and accuracy of documentation. Comprehensive exams test a student's ability to think and write under a time constraint that parallels the demands student will face in their professional careers.

Departments that include the comprehensive exam as a culminating experience shall offer the exam at least once a year. Before administration of an exam, a minimum of two faculty shall evaluate the exam's quality and adequacy for a culminating experience. A minimum of two faculty will evaluate the student's responses.

Departments shall be responsible for developing and posting an implementation statement that includes the following elements:

- The format of the exam, written or oral, or some combination of the two.
- Frequency of offerings and length of the exam.
- The relative emphasis on breadth and depth of knowledge
- Procedures for students to prepare for the exam.
- Methods for development of the examination.
- Method of assessment of the examination.
- Grading system (letter grade or credit/no credit) and grading criteria.
- Options for retaking a portion of or the entire exam in those instances where the student does not pass the exam.

#### *Master of Arts (MA)*

The Master of Arts is an extension of the Bachelor of Arts degree. It is directed towards mastery of specific content material, a recognized discipline, or interdisciplinary fields of study, and is designed to prepare the student for entering related career fields, doctoral programs or other professional areas of study.

#### Master of Science (MS)

The Master of Science is an extension of the Bachelor of Science degree. It is grounded in scientific methodology, and emphasizes the mastery of scientific or technological principles in specific content areas. Degree programs are designed to prepare the student to enter related career fields, doctoral programs, or other professional areas of study.

### Professional Master’s Degree

Master’s degrees in designated professional fields (such as Architecture) are designed to prepare individuals to enter specific career fields. These degree programs, commonly considered training for practitioners, provide appropriate foundation study in arts and science curricula necessary to support the acquisition of professional knowledge and skill in the specific content areas. These programs are limited to a 90-unit maximum.

### Doctor of Education Degree (EdD) <sup>46</sup>

The Doctor of Education degree prepares administrative leaders for possible service in the public elementary and secondary schools or community colleges. The program shall focus on the knowledge and skills needed by administrators to be effective leaders in California public schools and community colleges. The program shall be offered through partnerships in which California public elementary and secondary schools and community colleges, as appropriate, shall participate substantively in program design, candidate recruitment and admissions, teaching, dissertation development, and program assessment and event and shall enable professionals to earn the EdD degree while working full time. The curriculum shall be organized as a cohort-based program.

The pattern of study shall be composed of at least 60 semester units earned in graduate standing. At least 48 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master’s and doctoral students. At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree.

A qualifying examination shall be required. The pattern of study shall include completion of a dissertation. No more than 12 semester units shall be allowed for a dissertation. An oral defense of the dissertation shall be required. The student shall have completed all requirements for the degree within five years of achieving classified standing in the doctoral program.

### Integrated Teacher Education Preparation Programs (ITEP) <sup>47</sup>

The term “integrated teacher preparation program” means a curriculum (a) that incorporates general education, a major, subject-matter preparation for teaching in elementary and/or secondary schools, professional preparation for teaching in elementary and/or secondary schools, and any other graduation requirements, and (b) in which students make progress concurrently toward a baccalaureate degree and a recommendation for a preliminary basic teaching credential, given satisfactory completion of the requirements for each. The components of an integrated teacher preparation program (i.e., general education, a major, subject-matter preparation for teaching in elementary and/or secondary schools, professional preparation for teaching in elementary and/or secondary schools, and any other graduation requirements) need not be mutually exclusive. An individual course within an integrated teacher preparation program may contribute to completion of more than one of these components.

For completion of an integrated teacher preparation program, at least 120 semester units but no more than 135 semester units shall be required. The Chancellor may grant exceptions to the upper limit of 135 units on requirements for completion of an integrated teacher preparation program if the campus that

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<sup>46</sup> California Code of Regulations, Title 5, Sections [40511](#) and [40512](#)

<sup>47</sup> [California Code of Regulations, Title 5, Sections 40520-40523](#)

will offer the program requests the exception and provides an adequate justification. Procedures for requesting, reviewing, and granting these exceptions shall be developed by the Chancellor, in consultation with the Academic Senate of the California State University.

The Chancellor, in consultation with the Academic Senate of the California State University, shall establish guidelines for the identification and integration of lower-division and upper-division general education, subject-matter preparation, and professional preparation in integrated teacher preparation programs. The guidelines may include recommendations for unit 2 requirements for each of these components. The consultation shall include California State University faculty members and administrators from campus academic units providing programs of professional preparation approved by the California Commission on Teaching Credentialing and from campus academic units providing programs of subject matter preparation approved by the California Commission on Teaching Credentialing. The consultation shall also include the California Community Colleges.

#### Bachelor's and Master's Degree "Blended" or "4+1" Programs<sup>48</sup>

A Blended Program blends existing baccalaureate and master's degree programs in the same support mode. Such programs must be approved by the President or designee, and the Chancellor's Office must be notified before implementation. A minimum of 150 semester units (BS 120 + MS 30) is required in blended programs.

In such programs, a student, while in undergraduate status, will take graduate-level courses required for the master's degree. The student moves from undergraduate to graduate standing at the end of the first academic term in which at least 120 units have been earned, including only those units that count toward satisfying either the bachelor's or master's requirements in the blended program. All *lower-division* work (including lower-division general education courses and American Institutions courses) must be completed prior to changing to graduate degree objective status.

#### Dual Degree Programs<sup>49</sup>

Consistent with policy established by our regional accreditor, the WASC Senior College and University Commission (WSCUC), California State University campuses shall not enter into agreements to offer "dual degrees," through which two or more institutions collaborate to provide a single degree program curriculum, the completion of which results in two or more degrees being awarded, one by each participating institution. For the purposes of CSU policy, it is important that two degrees not be awarded separately by two different institutions in recognition of essentially the same body of work; the title of the degrees awarded is not taken into consideration.

#### Joint Degree Programs<sup>50</sup>

Programs in which multiple institutions collaborate to offer the curriculum required to earn a single degree that is awarded jointly by the partner institutions. Education Code 66010.4(b) authorizes the California State University to award doctoral degrees jointly with the University of California or jointly with independent institutions of higher education in California. Title 5 section 40100.1 authorizes CSU campuses to develop cooperative curriculum leading to a joint CSU bachelor's, master's, and doctoral degrees (within degree granting authorizations established in California Education Code).

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<sup>48</sup> [CSU Coded Memorandum AA-2012-01](#) and [CPP Policy 1121](#)

<sup>49</sup> [CSU Coded Memorandum AA-2012-04](#) and [WSCUC Dual Degrees Policy](#)

<sup>50</sup> [CSU Coded Memorandum AA-2012-04](#) and [WSCUC Joint Degrees Policy](#)

## PROCEDURES FOR ESTABLISHING NEW DEGREE PROGRAMS

The CSU BOT adopted a resolution in July 1997 authorizing three paths for establishing new degree programs:

1. Traditional
2. Fast Track
3. Pilot

The traditional review process, also known as the two-step review process, remains appropriate for new programs that would involve major capital outlay and other significant additional new resources. Programs that involve degrees in areas new to the CSU, as well as most programs that would involve separate specialized accreditation, also benefit from the longer, two-step review process.

Programs that involve no major capital outlay and which can be accommodated within the existing resource base of the campus may be handled more quickly while retaining the elements of the two-step review process. Such programs are placed on a “fast track.” Examples of programs for which this process would be appropriate include degree programs that are “elevations” of well-established options in fields for which there are existing degree programs elsewhere in the system, and degree programs that involve little more than the repackaging of existing courses and faculty.

Some experimentation in the planning and offering of academic programs is part of the CSU tradition. The Trustees have authorized a limited number of pilot programs which campuses may establish without prior approval of the Chancellor’s Office. A pilot program must meet specific criteria and may enroll students for five years. Conversion of a pilot program to regular-program status requires campus commitment of resources, a thorough program evaluation, review and comment by the Chancellor’s Office, and approval by the CSU BOT and the Chancellor. A campus is free to establish one pilot program every two or three years.

### Traditional Process

This process consists of two steps. The first step in this process is to submit a degree projection proposal for review and approval by the CSU BOT; see Guidelines for Submitting Academic Master Plan Degree Projection Proposal below. The second step, which could occur concurrently or after BOT approval, is the submittal of the program proposal for approval. Once the degree projection and program proposals have both been approved, catalog copy should be submitted according to the due dates listed in the Schedule of Activities and Deadlines.

### Fast-Track: Combined Projection and Proposal Process<sup>51</sup>

In the traditional proposal process, a campus must submit for Trustee approval a proposed degree projection on the campus academic plan; and subsequent to Trustee approval of the projection, the campus may begin developing a program proposal that will be submitted to the Chancellor’s Office for system-level review and approval. In the traditional process, program proposals are to be submitted to the Chancellor’s Office no later than the beginning of the academic year preceding planned

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<sup>51</sup> [Chancellor’s Office Procedures for Fast-Track Degree Programs](#)

implementation to allow programs to be added to Cal State Apply prior to October 1, the beginning of the application period for the following academic year.

As adopted by the Board in July 1997, the fast-track process shortens the time to implementation by allowing program proposals to be submitted at the same time that the degree projection is proposed to the Trustees. Fast-track proposals still undergo system-level review, and the fast track does not move the proposal through an expedited review.

#### Fast-Track Criteria:

To be proposed via fast-track, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code § 10705(a); 10105 and 10108).
4. It is consistent with all existing state and federal law and Trustee policy.
5. It is a bachelor's or master's degree program.
6. The program has been subject to a thorough campus review and approval process.

#### *Fast-Track Timeline*

Two deadlines: The first Monday in January – for July approval

The second Monday in June – for December approval

It is expected that fast-track proposals submitted to the Chancellor's Office, Office of Academic Programs, Innovations & Faculty Development, by the first Monday in January and that raise no major issues can be acted on by the CSU BOT in March, sent through system-level review, and could receive Chancellor's Office approval in July.

Those proposals that are submitted by the second Monday in June and raise no major issues can be acted on by the CSU BOT in September, sent through system-level review, and could receive Chancellor's Office approval in December.

## Pilot Programs<sup>52</sup>

In support of the CSU tradition of experimentation in the planning and offering of degree programs, Trustee policy established in July 1997 that a limited number of proposals that meet fast-track criteria may be implemented as 5-year "pilot programs" without prior review and comment by the Chancellor.

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<sup>52</sup> [Chancellor's Office Procedures for Pilot Degree Programs](#)

## Pilot-Program Criteria:

Pilot degree programs must meet all of the following six criteria; self-support programs must also meet the seventh criteria:

1. The proposed program could be offered at a high level of quality by the campus either within the campus's existing resource base, or there is a demonstrated capacity and support to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code § 10705(a); 10105 and 10108).
4. It is consistent with all existing state and federal law and Trustee policy.
5. It is either a bachelor's or master's degree program.
6. The proposed program has been subject to a thorough campus review and approval process.
7. If a self-support program, a budget must be included showing: 1) the per-unit cost to student, 2) the total cost to complete the program, and 3) a cost recovery budget. (See Pilot Program Proposal Template for required budget elements).

## Pilot Operational Policy:

1. A pilot program shall be authorized to operate only for five years.
2. If no further action is taken by the end of five years, no new students may be admitted to the pilot program.
3. If no further action is taken by the end of five years, the campus is obliged to make appropriate arrangements for students already enrolled to complete the program.
4. After five years, if a campus decides to convert the pilot program to regular program status, the campus is required to follow the procedure outlined in the *Converting Pilot Programs to Regular Program Status* policy, found at [www.calstate.edu/APP/Resources](http://www.calstate.edu/APP/Resources).

## Pilot Program Implementation Procedures:

1. Prior to implementation, the campus is obligated to 1) notify the Chancellor's Office of plans to establish the program, 2) to provide a program description and list of curricular requirements, and 3) to confirm that each of the six pilot criteria apply to the pilot program. To facilitate this requirement, campuses may use the Chancellor's Office [Pilot Program Proposal Template](#).
2. While the Chancellor's Office approval is not required, a pilot-program must be acknowledged by the Chancellor's Office before the program is implemented.
3. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.

## GUIDELINES FOR SUBMITTING A CSU ACADEMIC MASTER PLAN DEGREE PROJECTION PROPOSAL<sup>53</sup>

Proposals should be submitted for the projection of new programs (Curriculog Approval Process K). The criteria listed below have been recommended by the CSU Chancellor’s Office for each program projected on the CSU Academic Master Plan and *must be specifically addressed in all AMP degree projection proposals*. Please note that new bachelor’s degrees should be as enduring as possible in content and title. Breadth is the hallmark of bachelor’s degrees, and more narrow specialization occurs at the graduate level. (Template for the program proposal is located [here](#).)

1. Delivery mode: fully face-to-face, hybrid, or fully online program;
2. Support mode: state-support or self-support/extended education;
3. A brief summary of the purpose and characteristics of the proposed degree program;
4. List of program learning objectives;
5. Suggested CIP code;
6. For new degrees not already offered in the CSU, provide a compelling rationale describing how proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level;
7. Program’s fit with the campus mission and strategic plan;
8. Anticipated student demand;
9. Workforce demands and employment opportunities for graduates;
10. Other relevant societal needs;
11. An assessment of the required resources and a campus commitment to allocating those resources.

### Delayed Projected Programs

In July 1997, a revision of program review processes specified that delayed implementation proposals would be automatically removed from the master plan if they were not submitted within five years of the originally projected implementation date. Campuses wishing to retain a delayed projection on the master plan may request that the program remain on the campus list of programs. “Foundational” liberal arts and science undergraduate programs are exempt from this timeline and may remain on the plan indefinitely.

The request will follow the format for proposing new projections, and will begin with an explanation of why the projection was not developed into a proposal and implemented, and will also detail the changes in place that will ensure implementation and maintenance of a successful program. (See [Re-proposing an Expired Degree Program Projection on the CSU Academic Master Plan](#)).

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<sup>20</sup>[Request for Trustee Reports: Academic Plans and Accreditation Updates](#) (memo updated annually)

## Responsibility and Role of Academic Units for Projected Programs

### ***Department***

The department is responsible for writing the program projection, following guidance in this document and the dean of the college. The department should include evidence of demand for the program (e.g., survey results) and other supporting documentation with each proposed entry for the master plan. All reports pertaining to the AMP must be ready for transmittal to the college dean by mid-November.

### ***Deans***

Each dean reviews requests for new AMP projections. The dean is responsible for ensuring that there is sufficient demand for the proposed program, and that the college has the necessary resources to support the program. The dean's recommendations for action must be forwarded to the Office of Academic Programs by the end of November.

### ***Office of Academic Programs***

The Office of Academic Programs reviews all AMP projections and refers them to Chancellor's Office for consideration by the CSU Board of Trustees.

## ACADEMIC PROGRAM PROPOSALS

### INTRODUCTION

This chapter outlines the process for preparing academic program proposals. New degree programs (including the addition of self-support programs) must have CSU Chancellor’s Office approval, and the Chancellor’s Office shall be notified about new or discontinued options. Minors and certificates are reviewed and approved at the campus level.

### Academic Program Proposals

List of curriculum proposal and activities described in this chapter.

- New Bachelor/Master (Curriculog Approval Process E)
- New Self Support of an Existing State-Support Bachelor/Master (Curriculog Approval Process X)
- New Option/Emphasis (Curriculog Approval Process F)
- New Minor (Curriculog Approval Process G)
- New Academic Credit Certificate (Curriculog Approval Process H)
- New Blended Bachelor’s and Master’s Degree Program (Curriculog Approval Process I)
- Elevate Option to Full Degree Program (Curriculog Approval Process L)
- Converting Pilot Program to Regular Program Status (Curriculog Approval Process N)
- Discontinue/Move Program/Option/Minor/Emphasis/Certificate/Credential (Curriculog Approval Process Q.)
- Program Name Change/CSU Degree Program Code Change (Curriculog Approval Process M)

### Responsibility and Role of Academic Units

#### Departments

Each department is responsible for the development of its curriculum and new programs and for the review of current programs per guidelines established both in this document and by the dean of the college. The department should include evidences and justification for new programs and any significant curricular modifications.

#### College Curriculum Committees

The College Curriculum Committee reviews the curriculum proposals and ensures that the proposals are complete and compelling. The College Curriculum Committee is responsible for ensuring that the proposal includes evidence of interdepartmental consultation.

## Deans

Each dean reviews recommendations from the College Curriculum Committee regarding requests for new programs and program modification. The dean is responsible for ensuring that there is sufficient demand for the program, and that the college has the necessary resources to support the program.

## Office of Academic Programs

The Office of Academic Programs reviews all proposals and refers them to the Academic Senate for review. This should occur in the late fall and be completed sufficiently early for the Academic Senate to conclude their work by the end of the academic year.

## Academic Senate

The Academic Programs Committee of the Academic Senate reviews referrals, considering need, demand, resources, and the ability to establish programs of high quality, as well as the appropriateness of the new curricula to the campus mission. In addition, the Budget Committee provides feedback on the new program's proposed budget.

## President

The President reviews the Academic Senate's recommendations on all curricular matters and amends as necessary.

## Associate Vice President of Academic Programs

The Office of Academic Programs forwards traditional curriculum proposals for new degree programs already on the Academic Master Plan to the Chancellor's Office for review and approval after approval by the President; fast-track proposals are forwarded in January and July. Also, the AVP of Academic Programs informs WSCUC of any substantial changes to the University Curriculum.

## PROGRAM PROPOSAL FOR AN APPROVED PROGRAM PROJECTION<sup>54</sup>

Departments should download and complete the [CSU Degree program proposal template](#) available on the Chancellor's Office website ensuring that responses are clear and address the statement/question. In addition, an [assessment plan](#), [curriculum map](#), and a [Proposed Program Estimated Resource Report](#)<sup>55</sup> should be prepared. New bachelor's and master's program proposals are initiated in Curriculog using Approval Process E. The completed CSU Degree program proposal template, assessment plan, curriculum map, and an estimated resource report must be attached to the Curriculog proposal. Approval of any major degree program is subject to campus assurances that financial support, qualified faculty, physical facilities, and library holdings sufficient to establish and maintain the program will be available within current budgetary support levels. Included in the program proposal template are "**tips**" that are designed to assist departments as they prepare proposals for both internal campus and Chancellor's Office review

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<sup>54</sup> Chancellor's Office Proposing New CSU Degree Programs Bachelor's and Master's Levels Offered through Self-Support and State-Support Modes

<sup>55</sup> [AS-2808-189-BC, New Program Budget Worksheet](#)

and approval. They are meant to clarify areas from the CSU Degree Program Proposal Template that may need additional explanation. Following these guidelines will increase the likelihood of receiving a positive outcome.

Cal Poly Pomona’s Office of Academic Programs, in accordance with its approved academic master plan, shall submit detailed proposals for new degree major curricular programs to the CSU Office of Academic Programs, Innovations & Faculty Development for review.

## ADDING SELF-SUPPORT COUNTERPART OF A PREVIOUSLY APPROVED STATE-SUPPORT DEGREE PROGRAM<sup>56</sup>

### Proposal Requirement

From Executive Order 1099, section 11. Implementation Procedures:

Prior to implementation, all extended education instruction shall have been approved under procedures in place for state-supported instruction, and all academic policies governing self-support instruction shall be identical to or established under the same procedures as those governing state-supported instruction.

#### 11.1.2.3 Implementing a Self-Support Version of an Existing State-Support Program

Before implementing a self-support counterpart of a previously approved state-supported degree program (degree type and title), Chancellor’s Office written approval is required.

New Self Support of an Existing State-Support Bachelor/Master are initiated with Curriculog Approval Process X. The proposal shall include:

- Confirmation the existing state-support offering is not being supplanted,
- Specification of the program’s qualification(s) to operate as a self-support special session (per EO 1099),
- Rationale for the new support mode,
- Detailed cost-recovery budget specifying student fees per unit and total student cost to complete the program,
- Anticipated enrollment,
- Campus commitment to provide adequate faculty resources, and
- Anticipated impact on the existing state-support program.

Subsequent to obtaining requisite Chancellor’s Office written approvals, a campus may operate degree programs in state-support mode, self-support mode, or both, subject to the prohibition against supplanting.

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<sup>56</sup> Chancellor’s Office Proposing New CSU Degree Programs Bachelor’s and Master’s Levels Offered through Self-Support and State-Support Modes

## REQUESTS FOR NEW OPTIONS AND EMPHASES

While some campuses may have unique definitions, for purposes of CSU system review options and emphases are both defined as an aggregate of courses within a degree major designed to give a student specialized knowledge, competence, or skill.

Each new option, emphasis, and minor is subject to review and approval by the President. The CSU Chancellor's Office must be notified of new options before implementation. At Cal Poly Pomona, new options and emphases require review by the Academic Senate and the President.

### Options<sup>57</sup>

An Option is an aggregate of courses within a major degree program designed to give students a specialized knowledge, competence, or skill. An option must have a minimum of nine semester units distinct from other options and is designed to give students capabilities substantially different than the other curricular alternatives. It is assigned a plan code for purposes of tracking student enrollment, is listed on the student's transcript, and is an official academic label. An exception to the 9-unit minimum is that a program may offer a "general option" that is not limited to any specialization and is intended to allow students to sample courses from multiple options. This option does not have to differ from the other options by the 9-unit minimum.

In addition to courses offered in the major discipline, options may include courses from other disciplines. However, an option within an option is not permitted.

Options can be formally declared at time of admission or change of major, are tracked in PeopleSoft, and appear on transcripts and diplomas. Students may declare more than one option within a major, subject to the same unit limitations as for double majors (see president's response to [AS-2422-123/AP](#) Policy that Allows for Minors and Double Majors).

Note: Options requiring that a teacher education waiver program run into the fifth year are prohibited by State Code.

### Emphases<sup>58</sup>

An Emphases is a collection of courses advisory in nature; emphases are not formally declared, are not tracked in PeopleSoft, and do not appear on transcripts or diplomas. Emphases are informal in nature and do not have any requirements in design. An emphases is neither assigned a major code nor is it listed on a student's transcript or diploma. Emphases may be used on a trial basis to assess viability of a formal option in the future. As emphases are not formally declared and tracked in PeopleSoft, they are not eligible to follow the approval process to elevate an option to a full degree. Emphases must be proposed as a new degree following one of the three paths for establishing a new degree program: traditional, fast-track, or pilot.

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<sup>57</sup> AS-2465-145 Definitions and Guidelines for Undergraduate Degree Programs for the Semester Model

<sup>58</sup> AS-2465-145 Definitions and Guidelines for Undergraduate Degree Programs for the Semester Model

## PROPOSAL FORMAT FOR NEW OPTIONS AND EMPHASES

New Option/Emphases is initiated in Curriculog using Approval Process F.

1. The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);
2. A list of courses and required units constituting that new subprogram;
3. Total units required to complete the entire degree, including the combination of subprogram and major program;
4. The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office;
5. A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;
6. The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;
7. The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);
8. A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and
9. Documentation of all campus-required curricular approvals.

## ADDING SELF-SUPPORT OPTIONS (SUBPLANS) OF SELF-SUPPORT DEGREE PROGRAMS

In addition to the above information, please include the following for self-support programs (in conformance with EO 1099 and EO 1102):

- specification of how all required EO 1099 self-support criteria are met,
- assurance that the proposed program does not replace existing state-support courses or programs,
- evidence that the academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs,
- explanation of why state funds are either inappropriate or unavailable,
- a cost-recovery program budget\*,
- the student per-unit cost, and
- the total cost for students to complete the program.

\* Basic Cost Recovery Budget Elements  
(Three to five-year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc. Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor’s Office overhead

## REQUESTS FOR NEW MINORS<sup>90</sup>

Undergraduate Minors are a formal collection of courses in a discipline or field other than a student's major (or option, in the case of the College of Business Administration). A minor shall have a minimum of 18-units and a maximum of 36-units, of which at least 9-units must be upper division. Minors may be declared at any time in a student's career, are tracked in PeopleSoft, and appear on diplomas and transcripts. Students may declare a minor in the same department as their major or option if the college or department determines that the two sets of courses are clearly distinct. The minor curriculum must not include hidden prerequisites. Approved minors are shown in the departmental catalog curriculum display. A minor is taken voluntarily and is not required for a baccalaureate degree.

## PROPOSAL FORMAT FOR MINORS

New Minor are initiated in Curriculog using Approval Process G.

1. Exact title of new minor.
2. Program total units.
3. Description of Minor.
4. List courses by catalog number, title, and units of credit as well as the total units to be required under the proposed aggregate.
5. State the aims of the proposed aggregate of courses.
6. Justify the need for the proposed aggregate of courses.
7. List new courses to be developed. You will need to submit separate course proposals for each new course.

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<sup>90</sup> AS-2465-145 Definitions and Guidelines for Undergraduate Degree Programs for the Semester Model

8. List all present faculty members with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.
9. Describe instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses.
10. List all additional resources needed including specific resource, cost, and source of funding.

## GUIDELINES FOR ACADEMIC CREDIT CERTIFICATE PROGRAMS<sup>91</sup>

This policy covers only Academic Credit Certificate Programs. This policy does not apply to professional certificate programs (that do not carry academic credit), certificates of completion of courses, workshops, seminars, or certificates of appreciation. For the remainder of these guidelines, academic credit certificate programs shall be referred to as certificate programs.

**Definition:** According to Executive Order 806, <http://www.calstate.edu/EO/EO-806.pdf>, a certificate program provides a set of learning experiences concentrated in a specific set of educational goals.” Certificate programs are normally oriented toward occupations and/or career skills. Executive Order 806 lists some possible learning goals of certificate programs, including increasing knowledge in a career area, providing initial knowledge designed for entering a new career, providing knowledge for emerging career opportunities, and providing an organized set of knowledge within a discipline. Certificate programs are comprised of a coherent set of university-level courses considerably narrower in scope than a major. Some certificate programs may be subsumed within a minor, and some may of themselves constitute a minor program.

Two types of Academic Certificate Programs may be offered:

**Fundamental:** Designed to provide students with undergraduate coursework designed to meet specific educational needs which may have a professional application.

**Advanced:** Designed to provide post-baccalaureate students with coursework leading to a specific educational goal which generally will have a professional application.

Departments, colleges, and interdisciplinary groups may develop certificate programs. The programs are most often provided through extended education, but also may be offered through regular session. A faculty coordinator shall be assigned to each certificate program. If the program is interdisciplinary, each department involved shall have an assigned program advisor.

**Admissions:** Students enrolled in regular session or special session degree programs or teacher credential programs may complete regular session certificate programs as part of their studies. Students must enroll through Extension to earn a special session certificate.

Students seeking a certificate must apply for admission according to the guidelines set forth by the entity offering the certificate program. Students may not be admitted conditionally to any certificate program. Departments may consider the applicability of coursework that is over seven years old. To be admitted to a fundamental certificate program, students must have graduated from high school, have earned a Certificate of General Education Development (GED), or have passed the California High School Proficiency Examination. To be admitted to an advanced certificate program, students must have a

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<sup>91</sup> AS-2672-167/AP Guidelines for Academic Credit Certificate Programs

bachelor's degree and have earned a GPA of 2.5 in their last 30 semester units or be approved by the Program Coordinator. Programs may be set higher, or require additional, admissions requirements.

**Financial Aid:** For students pursuing a certificate exclusively to be eligible for financial aid, the certificate program must be at least 30-units, one academic year in duration, and prepare students for gainful employment in a recognized occupation. Students enrolled in a fundamental certificate program must be enrolled for at least 6-units per semester. Students in an advanced certificate program must be enrolled in a least 3-units per semester.

**Requirements:** At least two-thirds of the units for a certificate must be completed at Cal Poly Pomona (including courses taken through the College of the Extended University). All completed attempts are included in GPA. Grade forgiveness may be applied to a maximum of four-units taken to satisfy the requirements of certificate programs. No courses may be taken credit/no credit. Students may use courses to satisfy major requirements, minor requirements, and certificate requirements. Credit by examination is permitted in accordance with established university regulations.

#### Fundamental Certificate Program

- The program must include a minimum of 12-units, and a maximum of 30-units.
- At least half of the units must be upper division. No units may be graduate units.
- The program must contain a core of 12-units. The remaining units may be elective.
- A course may be repeated only once, and a maximum of 6-units may be repeated.
- Students must earn a 2.0 GPA in all coursework attempted.

#### Advanced Certificate Program

- The program must include a minimum of 9-units, and a maximum of 30-units.
- Two-thirds of the courses must be numbered 5000 or higher. None of the courses may be numbered 299 or lower.
- The program must contain a core of 9-units. The remaining units may be elective.
- A course may be repeated only once, and a maximum of 3-units may be repeated.
- Students must earn a 2.5 GPA in all coursework attempted.

Students may not receive both a certificate and a minor in the same discipline (defined as emphasis, option, or major if there are no options or emphases). Students may not receive a fundamental certificate in a discipline in which they have already received a bachelor's degree or higher. Students may not receive an advanced certificate in a discipline in which they have already received an advanced degree.

**Completion:** Candidates for certificates shall be responsible for filing an application with the Registrar's Office, no later than the last term of study for the certificate. In no circumstances may matriculated students enrolled in regular session or special session degree programs complete regular session certificate program requirements after the completion of degree requirements.

Successful completion of certificate programs will be recognized with a certificate awarded by the University. Completion of the certificate will be noted on the student's transcript. The director of the certificate program shall be responsible for verifying a student's satisfactory completion of the academic

requirements of the certificate program, completing a verification form, and submitting the form to the Registrar's Office.

### **Proposal Process**

New Academic Credit Certificate are initiated in Curriculog using Approval Process H.

Proposals shall go through regular curriculum approval process, including review at the department, college, and dean's level. They shall be submitted to the Office of Academic Programs for verification that all guidelines have been followed. Proposals for certificate programs that are subsets of previously approved major or minor programs will be directed to the University Curriculum Committee. Academic Programs will prepare a referral for proposals for all other certificate programs for consideration by the Academic Senate. Final approval shall be given by the President for such proposals before implementation.

A certificate proposal shall include the following components:

1. **Name of the department/college**
2. **Full and exact title of the certificate**
3. **Program Description**
4. **Accreditation Requirements**
5. **Justification**
  - a. Reason for proposal
  - b. Proposed audience
  - c. Similar offerings at other CSU campuses
  - d. Workforce Projections
  - e. Student Demand
6. **Curriculum**
  - a. List courses by catalog number, title, and units of credit as well as the total units to be required under the proposed certificate
  - b. Completion Requirements
  - c. Two-Year Schedule
7. **Assessment Plan**
  - a. Program goals and objectives
  - b. Student Learning Outcomes
  - c. Curriculum Matrix
  - d. Timeline
8. **Admission Criteria**
9. **Existing Resources**
  - a. Faculty
  - b. Facilities
  - c. Technology
  - d. Library
10. **Additional resources required**

## CONVERTING PILOT PROGRAM TO REGULAR PROGRAM STATUS

Converting Pilot Program to Regular Program Status is initiated in Curriculog using Approval Process N.

The California State University allows a limited number of degree programs that meet certain criteria to be established as “pilot programs” without review beyond the campus level. Pilot programs are proposed to the Chancellor’s Office and after a policy-compliance review, may be authorized to admit students for up to five years, at which point the program must be phased out or converted to regular-program status.

Conversion to regular program status requires that the campus submit to the Chancellor’s Office a pilot-conversion proposal, which includes:

1. all relevant program identification information,
2. a program catalog description including a list of all curricular requirements,
3. a thorough program evaluation, including an on-site review by one or more experts in the field,
4. a comprehensive assessment plan which includes:
  - a) all current student learning outcomes,
  - b) a representative sample of one or more years of student learning outcome data, and
  - c) a description of strategies applied to address areas of concern (closing the loop),
5. evidence of adequate faculty and facilities resources,
6. enrollment statistics over the prior five years,
7. evidence of program quality,
8. evidence of societal need (including labor-market demand),
9. evidence of continued student demand,
10. appropriateness to institutional mission, and
11. a brief narrative on how the program prepares graduates for employment and/or graduate education.

For self-support programs, please provide a complete budget indicating all revenue sources and anticipated expenditures as well as

1. the per-unit cost to students,
2. the total cost to complete the program, and
3. a cost recovery budget. (See [Program Proposal Template](#) or [Pilot Conversion Template](#) for required budget elements.)
- 4.

The campus may use either the traditional new program proposal template, making sure to include an on-site review by one or more experts in the field, or the “Pilot Conversion Template” found at [http://calstate.edu/app/program\\_dev.shtml](http://calstate.edu/app/program_dev.shtml) . Campuses electing not to convert to regular status are expected to submit a letter of discontinuation, specifying program teach-out provisions.

### Pilot Program Criteria

The qualifications required for pilot status (listed below) remain in place when a campus converts a pilot program to regular program status.

- a. The program can be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;
- b. it is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency;
- c. it can be adequately housed without a major capital outlay project;
- d. it is consistent with all existing state and federal law and Trustee policy;
- e. it is a bachelor's or master's degree program; and
- f. the program has been subject to a thorough campus review and approval process.

## DISCONTINUE/ MOVE PROGRAM/ OPTION/ MINOR/ EMPHASIS/ CERTIFICATE/ CREDENTIAL

Discontinue/ Move Program/ Option/ Minor/ Emphasis/ Certificate/ Credential is initiated in Curriculog using Approval Process Q.

The following fields are required for a proposal:

- a. Department
- b. Current Program Name
- c. Importance to the Institution
- d. Quality of the Program
- e. Efficiency and Demand for the Program
- f. Potential effect on the future employment status of faculty and staff in the program
- g. Plan/Timeline to Close/Move/Merge the Program

### **Decision Variables:**

In considering a decision to discontinue a program, no one variable shall necessarily be deemed more crucial than any other; nor, likewise, is deficiency or low rating, in anyone category necessarily sufficient for program discontinuance. The recommendation to discontinue a program shall not be based solely on quantitative measures, but on a holistic assessment of the program in terms of all of the decision variables, within a process that is broadly consultative and collegial.

#### *A. Importance to the Institution*

1. To what extent the program is central to Cal Poly Pomona's mission as described in the mission statement, vision, and core values.
2. To what extent the program's courses are central to the curriculum of a department, a college, or the University.
3. To what extent the program provides a special service to the local community or to the State of California.
4. To what extent the program has demonstrated potential for external funding and support.

#### *B. Quality of the Program*

To what extent the quality of the program is adequate to justify continuance in its present form. Program quality may be assessed by program review, external review, accreditation review, or an ad hoc review. The variables for evaluating program quality may include:

1. Ability of the faculty to offer and maintain a current and rigorous curriculum.
2. An effective assessment program that measures the extent to which students are achieving the desired learning outcomes and in which assessment data are used for program improvement.
3. Availability of resources adequate to maintain sufficient breadth, depth, and coherence of the program.
4. Evidence of support for student success which may include:
  - Departmental advising program;
  - Student commitment, motivation, and satisfaction;
  - Co-curricular learning experiences that are relevant to the program goals such as
  - Other accomplishments by current and former students that reflect on program
5. Demonstrated ability to attract and retain well-qualified faculty.
6. The quality of the program's faculty as demonstrated by teaching and participation in appropriate scholarly, creative and/or professional activity. internships, research experiences, study abroad; quality.
7. To what extent the program's excellence and standing in its discipline enhances the reputation.

### *C. Efficiency and Demand for the Program*

1. To what extent the program is cost-effective relative to disciplinary norms and compared to similar programs at comparable institutions. The measurements presented may include student-faculty ratio; total cost per FTEF; and total cost per FTES. Other discipline-specific variables may also be used.
2. To what extent the present and projected demand for the program is sufficient. Demand for the program may be measured by one or more of the following:
  - The number of applications for admission received that meet minimum CSU eligibility requirements.
  - The number of students admitted.
  - The FTES generated in lower division, upper division, and/or graduate level courses that fulfill degree requirements of the program.
  - The number of students who completed the program.
  - The anticipated need of the California workforce for graduates of the program.

## PROGRAM NAME CHANGE /CSU DEGREE PROGRAM CODE CHANGE

Program Name Change /CSU Degree Program Code Change is initiated in Curriculog using Approval Process M.

In support of the CSU Board of Trustee policy prohibiting proliferation of degree terminology, campuses are required to obtain Chancellor's Office approval before changing the title or reporting code for an existing degree program.

The following fields are required for a **Program Name Change** proposal:

- a. Department
- b. Current Program Name
- c. Proposed Program Name
- d. Brief Explanation for Proposed Name Change
- e. Degree Requirement Matrix - List or attach a table listing the CSU campus degree requirements and degree requirements from comparable CSU programs or programs from other US institutions.
- f. Timeline

The following fields are required for a **CSU Degree Program Code Change** proposal:

- a. Department
- b. Current Program Name
- c. Current CSU Degree Program Code
- d. Current CIP Code
- e. Proposed CSU Degree Program Code
- f. Proposed CIP Code
- g. Brief Explanation for Proposed Name Change
- h. Degree Requirement Matrix
- i. Timeline

## NEW BLENDED BACHELOR’S AND MASTER’S DEGREE PROGRAM (4+1)

New Blended Bachelor’s and Master’s Degree Program is initiated in Curriculog using Approval Process I.

The levels of review for New Blended Bachelor’s and Master’s Degree Program proposals are as follows:

- department curriculum committee
- department chair
- college curriculum committee
- college dean
- Office of Academic Programs

The following fields are required for a proposal:

- a. Bachelor’s Department
- b. Bachelor Program Name
- c. Bachelor CIP code
- d. Master’s Department
- e. Master’s Program Name
- f. Master CIP code
- g. Roadmap of program (5 year curriculum)
- h. MOU if across departments (both departments are included)
- i. Explaining how the program is divided between the department.
- j. Description of admission criteria for program (in addition to the following):
  - Min 3.0 for recent 60 semester
  - Completed all 1000 and 2000 level classes in their bachelor

- k. Procedure for reviewing “change of objective”
- l. Procedure to address appeal of “change of objective” denials
- m. Suitable substitutes for graduate courses for upper-division degree requirement if student decides to revert to undergraduate degree.

## ELEVATE OPTIONS TO FULL DEGREE

Elevate Options to Full Degree is initiated in Curriculog using Approval Process L.

Elevating an option to a full degree program should reflect the needs of the students and the state, be broadly based, and demonstrate depth, relevancy, and applicability to the real world of work. The Board of Trustees guidelines prohibit proliferation of degrees and degree terminology.

The proposal to elevate an option to a full degree must include:

1. A program overview, a description of the program’s fit with the institutional mission or institutional learning outcomes, and a rationale for elevating the option or concentration at this time.
2. The proposed catalog copy including the program description, degree requirements and admission requirements, (including course catalog numbers, titles, course units), and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).
3. A side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.
4. A comprehensive assessment plan addressing all assessment elements and a curriculum map matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M);
5. Enrollment numbers in the option for the past three to five years.
6. Teach-out policy language to accommodate those students who will complete the original program with the option or concentration.
7. Evidence the current option will be discontinued once all existing students exit the program.
8. Documentation of the campus approval process with written evidence of continued administrative support to sustain the stand-alone program.

The elevation process requires Chancellor’s Office review and approval. To merit approval, the new degree program must not have significant overlap with the requirements of the existing full degree program from which it was derived. The existing option will need to be discontinued when the elevation is approved.

## MISCELLANEOUS CURRICULUM CHANGES

Changes to a major, minor, or certificate required coursework, elective coursework, and/or other requirements of the program are considered “Miscellaneous Curriculum Changes” and are submitted in catalog edits.

Updates that involve the addition of courses offered by the department or departments within the same college are considered internal; proof of consultation is not required when submitting catalog edits. Addition of courses offered by departments outside of the college require consultation; proof of consultation must be included with catalog edits, otherwise, edits cannot be processed.

If deleting courses offered by department outside of the college from program requirements, departments are encouraged to email affected departments so that they may adjust their class offerings as needed.

**Note:** Change to academic department and colleges such as formation, naming, merger, movement, and dissolution are considered administrative changes, and are not covered by this guide.

# PREPARATION OF CATALOG COPY

All tasks that are part of the curricular process may be considered part of catalog development. Included are simple curricular matters resulting in catalog editorial changes, and complex matters, such as the development of a new degree program.

## PROCEDURE FOR SUBMITTING CATALOG COPY

- 1) Catalog copy for college and department descriptions, program requirement revisions\*, and faculty/administrative staff/emeriti directory changes should be submitted during the fall term.

\*Note(s): Program requirement changes that are editorial and do not affect other departments or colleges, do not require consultation. Changes that include the addition of courses offered by other colleges or departments, including General Education courses, require consultation; include a PDF copy of the email consultation exchanges between impacted departments with catalog copy.

- 2) The catalog copy must be submitted electronically only. Text from corresponding catalog sections should be copied from the [electronic catalog](#) and pasted into Word. Use 'track changes' to annotate curricular changes approved for the next academic year and changes that are editorial in nature. Please be certain to copy text from the current [online catalog](#).
- 3) The catalog copy for each department should be transmitted to the Office of Academic Programs via the curriculum review hierarchy in one package.

## FORMAT FOR ACADEMIC SECTIONS

### Colleges

#### Required Components

College URL  
Dean  
Associate Dean(s)  
Description of College  
List of Departments  
List of Programs

#### Optional Components

Description of Facilities  
List of Centers/Institutes  
List of Special Programs  
List of College-level Courses

#### Order of Components

College URL  
Dean  
Associate Dean(s)  
Description of College  
Description of Facilities  
List of Centers/Institutes (links)  
List of Special Programs  
Link to college-level programs  
Link to college-level courses  
List of Departments (links) with  
Links to list of programs  
Links to list of courses

**Departments**

Required Components

Associated College  
 Department URL  
 Department Chair  
 Associate/Assistant Chair  
 Faculty  
 Description of Department  
 List of Programs  
 List of Courses

Optional Components

Description of Facilities  
 List of Special Programs

Order of Components

Associated College  
 Department URL  
 Department Chair  
 Associate/Assistant Chair  
 Faculty  
 Description of Department  
 Description of Facilities  
 List of Special Programs  
 List of Programs (links)  
 List of Courses (links)

**Bachelor's Programs**

Required Components

Official Program Name  
 Associated College and Department  
 Description  
 Curriculum Matrix  
 Total Units to Degree  
 Major Required Courses  
 Link to GE Requirements

*For each subplan/option:*

Subplan/Option Required Courses

Optional Components

Contact Information  
 Career Opportunities  
 Admission/Change of Major Requirements  
 Major Elective Courses  
 Unrestricted Electives  
 Subplan/Option Elective Courses  
 Note(s)

Order of Components

Official Program Name (in header)  
 Total Units to Degree (in header)  
 Associated College and Department  
 Curriculum Matrix  
 Contact Information (optional)  
 Description  
 Career Opportunities (optional)  
 Admissions/Change of Major Requirements (optional)  
 Major Required Courses  
 Major Elective Courses (optional)  
 Subplan/Option Required Courses  
 Subplan/Option Elective Courses (optional)  
 Unrestricted Electives (optional)  
 Note(s) (optional)  
 Link to GE Requirements

**Master's Programs**Required Components

Official Program Name  
 Associated College and Department  
 Description  
 Curriculum Matrix  
 Major Required Courses  
 Total Units to Degree  
 Culminating Experience

*For each subplan/option:*

Subplan/Option Required Courses

Optional Components

Admission  
 Contact Information  
 Graduate Coordinator  
 Career Opportunities  
 Prerequisite Courses  
 Major Electives Courses  
 Subplan/Option Elective Courses

Order of Components

Official Program Name (in header)  
 Total Units to Degree (in header)  
 Associated College and Departments  
 Curriculum Matrix  
 Contact Information (optional)  
 Graduate Coordinator (optional)  
 Description  
 Career Opportunities (optional)  
 Admission (optional)  
 Prerequisite Courses (optional)  
 Major Required Courses  
 Major Elective Courses (optional)  
 Subplan/Option Required Courses  
 Subplan/Option Elective Courses (optional)  
 Culminating Experiences  
 Note(s)

**Minors**Required Components (in this order)

Official Program Name (in header)  
 Total Program Units (in header)  
 Associated College and Department  
 Contact Information (optional)  
 Description  
 Minor Required Courses  
 Minor Elective Courses (optional)  
 Note(s) (optional)

**Credentials**Required Components (in this order)

Official Program Name (in header)  
 Total Program Units (in header)  
 Associated College and Department  
 Contact Information (optional)  
 Description  
 Credential Required Courses  
 Credential Elective Courses (optional)  
 Note(s) (optional)

**Certificates**Required Components (in this order)

Official Program Name (in header)

Total Program Units (in header)  
Associated College and Department  
Contact Information (optional)  
Description (optional)  
Certificate Required Courses  
Certificate Elective Courses (optional)  
Note(s) (optional)

**Faculty and Administrative Staff Directory**

Only the following classifications may be listed:

- Administrative employees with Management Personnel Plan appointment.
- Emeriti.
- Full-time, tenure-track faculty: Assistant Professor, Associate Professor, Professor.
- Full-time staff employees in professional classes at the level of Administrator I, Student Services Professional III, or above.

# CURRICULUM PACKAGE: REVISION OF CURRICULUM SHEETS, ROADMAPS, AND CURRICULUM MATRICES

All actions involving curriculum affect registration, transfer credit, degree audit, the University Catalog—including the catalog on BroncoDirect—curriculum sheets and road maps. However, no revisions based on a curricular proposal can be made until final approval of the curricular proposal is granted. Please refer to the Schedule of Activities and Deadlines for appropriate deadlines to submit these materials.

## CURRICULUM SHEETS

All changes made to curriculum sheet information must be consistent with the information in the University Catalog for the corresponding year and must be approved through the regular curricular process. The Office of Academic Programs will verify course listings (based on contents of the corresponding catalog).

In the middle of the spring semester, the Office of Academic Programs will update all curriculum sheets to reflect catalog revisions with approved curricular changes and changes that are editorial or do not affect other colleges/departments and do not require consultation. Departments will be provided with curriculum sheet proofs by the Office of Academic Programs as they become available.

Curriculum sheets are available online at: <https://www.cpp.edu/~academic-programs/academic-advising/tools/index.shtml>. They can be viewed as PDF documents and printed directly from the website. Printing orders can be placed with Graphic Communications by submitting a quick print form and an original copy of the curriculum sheet.

## ROADMAPS

Roadmaps are a major-specific advising tool designed for faculty and students to use when mapping out a personalized semester-by-semester study plan to ensure timely progress to degree. Roadmaps also aid departments in communicating degree related reminders and other advice to students. Departments develop roadmaps annually based on degree requirements, considering enrollment requirements and schedule restrictions, and may use roadmaps to assist in planning course offerings.

University-designed roadmaps are online linked to the corresponding curriculum sheet at <https://www.cpp.edu/~academic-programs/academic-advising/tools/index.shtml>.

## CURRICULUM MATRICES

Curriculum matrices are visual representation that depicts the alignment between the program's curriculum and the student learning outcomes of the programs. Curriculum matrices should be edited to reflect changes to program course requirements (i.e. adding/removing courses).