

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE**

DATE: October 19, 2011
TO: Academic Programs Committee
FROM: Academic Senate Executive Committee
SUBJECT: Academic Senate Referral

1. CLASSIFICATION: **AP-002-112**
2. TITLE: : **Review of Curriculum Guide**
3. BACKGROUND: In his response to AS-2360-011/AA, President Ortiz asked the Office of Academic Programs to indicate which sections of the Curriculum Guide are supported by Senate-approved policies, which are supported by policies from the Chancellor's office and which sections are not supported by documentation. The Curriculum Guide has now been revised to reflect the policies that govern the various sections. Please review this to ensure the Senate agrees, and if necessary, indicate if there are sections that may need Senate approval in new referrals.
[Additional background provided by the EC: ---]
4. RECOMMENDED RESOURCES: Claudia Pinter-Lucke, University Curriculum Committee, Senate GE Committee, Updated Curriculum Guide from Office of Academic Programs, President's response to AS-2360-011/AA,
[Additional resources recommended by the EC:]

For the Committee's Report on this referral, please list in separate sections, the resources recommended and resources actually consulted. If a resource was not consulted, briefly state why.
5. REVIEW AND RECOMMEND: Review and recommend as appropriate.
6. DATE REQUIRED FOR PRESENTING COMMITTEE REPORT TO EXECUTIVE COMMITTEE: **2/29/12**

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE
REFERRAL REQUEST FORM**

Please provide all information requested in this form. Incomplete referrals will be returned. Referrals must be submitted in electronic form to: **senate@csupomona.edu**

Date: October 7, 2011

Names and titles of proponents: Lisa Alex, Chair Academic Senate

KEYWORDS: (list at least 3 keywords to facilitate referral access through database)
Curriculum Guide, academic programs, curriculum

TITLE OF REFERRAL: **Review of Curriculum Guide**

BACKGROUND: (Provide background on the need for this referral and how it will benefit the University. Clearly state the expected outcome(s) or action(s) requested)

In his response to AS-2360-011/AA, President Ortiz asked the Office of Academic Programs to indicate which sections of the Curriculum Guide are supported by Senate-approved policies, which are supported by policies from the Chancellor's office and which sections are not supported by documentation. The Curriculum Guide has now been revised to reflect the policies that govern the various sections. Please review this to ensure the Senate agrees, and if necessary, indicate if there are sections that may need Senate approval in new referrals.

RECOMMENDED RESOURCES: (Provide a list of persons and documents that could be consulted for additional information on this topic) Claudia Pinter-Lucke, University Curriculum Committee, Updated Curriculum Guide from Office of Academic Programs, President's response to AS-2360-011/AA

The Executive Committee (EC) forwards the referrals to a standing committee that researches the proposal, contacts resources, and submits a report. The EC reviews the report, forwards it to the Senate or returns it to the standing committee for additional information, clarification, or review. After the EC accepts the report it is placed on the agenda of the next Academic Senate meeting for a first reading and a month later for a second reading where voting takes place. The referral is then sent to the President for approval. **Depending on the topic the process may take from 1 to 3 quarters.** A motion to waive the first reading, if approved by the Senate, would reduce the wait time by one month.

Is there a deadline by when this referral needs to be considered by the Academic Senate? X No Yes, by (date). Justification for deadline:

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 Academic Master Plan and the University Catalog. This guide is intended to lead department and college curriculum coordinators through the entire catalog and curricular development process and the steps necessary for program 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 is not delayed and essential information is available to students and University employees. Student Outreach and Recruitment personnel must have up-to-date information for prospective students. The Registrar's Office 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 two years due to the multiple levels of review. For example, the catalog development cycle for the 2011 - 2012 catalog began in Fall 2009 with department discussions. It will end for the department curriculum coordinators in Fall 2010 when catalog copy is transmitted to the Office of Academic Programs. At that time, preparation of the 2011-12 catalog begins, culminating in the publication of the catalog in Spring 2011.

For specific timelines and due dates in the current cycle, please refer to the Schedule of Activities and Deadlines at the beginning of this guide.

GENERAL INFORMATION

Ordinarily, proposals for significant curriculum changes are initiated by academic departments, although any member of the University community may begin the process. In most instances, a proposal pertains to a program of instruction within a particular college. The college curriculum committee screens the proposal and makes a recommendation to the college Dean. If the Dean approves the proposal, he/she will include it in the unit's academic master plan and forward it to the Office of Academic Programs. Proposals of an interdisciplinary nature require approval by the Deans of all colleges involved.

Whenever it is likely that another unit may have legitimate concerns about a curriculum proposal, written consultation should be completed before the proposal is forwarded to the Office of Academic Programs. Consultation is required for proposals to add a new course, major, minor, credential, certificate, or program and proposals to delete/modify a general education course, a requirement offered by another department, and a course included in another program. 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 in this chapter.)

After receiving a proposal, the Associate Vice President for Academic Programs is responsible for the proposal until its final disposition. Each proposal is given an initial review, with the following questions in mind:

- 1) If the proposal is for a new degree, is the degree on the Academic Master Plan?
- 2) Is the form of the proposal consistent with the form of present catalog material?
- 3) Is the language clear and grammatical?
- 4) Are the justifications stated for the proposal persuasive and in accord with University policy?
- 5) Has proper consultation been completed?

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 this change. Such analysis must be a part of every curricular proposal. Changes that reduce FTE generation or require new resources need to be carefully justified.

GENERAL EDUCATION PROPOSALS

GE curriculum proposals are initiated at the department level no later than the beginning of the fall quarter. Written consultations with other colleges may occur at this time. The department curriculum coordinator forwards the proposals to the college curriculum coordinator.

The college curriculum committee and the Dean's Office review the GE proposals. If the department did not conduct written consultation, the college should conduct the consultation at this time. The Dean's Office forwards the proposals to the Office of Academic Programs no later than early in the winter quarter. An electronic copy of expanded course outline (ECO) and a copy of the written consultation form should be submitted.

The Office of Academic Programs posts the ECOs for the courses for 30 days on the web. This 30 day period may coincide with the college's written consultation.¹

The Colleges' proposals are reviewed by the Office of Academic Programs and are then forwarded to the Executive Committee of the Cal Poly Pomona Academic Senate (senate@csupomona.edu) for forwarding to the General Education Committee.

The General Education Committee reviews the proposals and makes a recommendation through the Executive Committee to the Senate body. The Senate conducts two readings, after which they make a recommendation to the President.

The President approves or rejects the proposal within 30 instructional days of receipt.²

All of these steps should be completed by the end of the spring quarter.

GE courses are implemented the quarter following the President's approval. The online GE list may not reflect updates until the quarter following the President's approval.

Catalog revisions reflecting approved proposals should be submitted the fall quarter following the President's approval.

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

² Cal Poly Pomona Constitution, Appendix 17, Article II, Section 3E

ACADEMIC MASTER PLAN PROPOSALS

These proposals include additions or deletions of programs (majors, minors, and option) and significant changes to programs. Proposals should also be submitted for the addition of online or off-campus versions of existing programs. (Academic program reviews and assessment plans of existing degree programs are considered revisions to the Academic Master Plan, but will be discussed in a different section.)

Comment [aly1]: ??

Academic Master Plan proposals are initiated at the department level no later than the beginning of the fall quarter. Written consultations with other colleges may occur at this time. The department curriculum coordinator forwards the proposals to the college curriculum coordinator.

The college curriculum committee and the Dean's Office review the proposals. If the department did not conduct any written consultation, the college should conduct the consultation at this time. The Dean's Office forwards the proposals to the Office of Academic Programs early in the winter quarter. An electronic copy of expanded course outline (ECO) and a copy of the written consultation form should be submitted.

If a proposal includes the introduction of a new course, the Office of Academic Programs posts the ECO for the course for 30 days on the web. This 30 day period may coincide with the college's written consultation.³

The Colleges' proposals are reviewed by the Office of Academic Programs and are then forwarded to the Executive Committee of the Cal Poly Pomona Academic Senate (senate@csupomona.edu) for forwarding to the Academic Programs Committee.

The Academic Programs Committee reviews the proposals and makes a recommendation through the Executive Committee to the Senate body. The Senate conducts two readings, after which they make a recommendation to the President.

The President must approve or reject the proposals within 30 instructional days of receipt.⁴

The President has delegation of authority via Executive Order 602 to approve all options and minors under an existing degree program. New degree programs are forwarded by Academic Programs to the Chancellor's Office for their review and approval. In some cases (e.g. programs in Engineering, Computer Science, and Agriculture), off-campus review may be required by the Chancellor's Office and/or by the California Postsecondary Education Commission (CPEC) or the Commission on Teacher Preparation and Licensing. Approved catalog copy is to be submitted according to the Schedule of Activities and Deadlines.

On-line and off-campus versions of existing programs do not need to be reviewed by the Academic Senate or the President. Academic Programs will forward proposals for such programs to the WASC Accreditation Liaison Officer (ALO) who will work with the college to prepare a proposal to WASC, as needed.

All of these steps should be completed by the end of the spring quarter.

Departments may request to implement new courses the quarter following the President's approval. Programs, however, are only implemented in the fall.

Catalog revisions reflecting approved proposals are submitted the fall quarter following the President's and, if appropriate, Chancellor's office approval.

³ AS-11 14-990/AP – Revision of Consultation Policies

⁴ Cal Poly Pomona Constitution, Appendix 17, Article II, Section 3E

MISCELLANEOUS CURRICULUM CHANGE PROPOSALS

These proposals are additions, deletions, or changes to existing curriculum that do not involve GE, and are not a significant change to a program. They may include additions or deletion of courses, changes in course title, catalog number, course description, or course enrollment requirements (e.g. prerequisites and/or corequisites).

Miscellaneous proposals are initiated at the department level no later than the beginning of the fall quarter.

Changes that are editorial in nature or will not affect the students of other departments or colleges do not require review external to their college. They may be indicated in the fall on catalog copy and curriculum sheets to be implemented the following academic year.

Changes that may impact other colleges may go through written consultation at this time. The department curriculum coordinator forwards these proposals to the college curriculum coordinator early in the winter quarter.

The college curriculum committee and the Dean's Office review these proposals. If the department did not conduct any written consultation, the college should conduct the consultation at this time. The Dean's Office forwards the proposals to the Office of Academic Programs late in the winter quarter.

If the proposal includes the introduction of a new course, the Office of Academic Programs posts the ECO for the course for 30 days on the web. This 30 day period may coincide with the college's written consultation.

The college's proposals are reviewed by the Office of Academic Programs and then presented to the Executive Graduate Council (EGC) and/or the University Curriculum Committee (UCC).

Catalog revisions reflecting proposals approved by the UCC are submitted the fall quarter following this process.

At the beginning of the fall quarter, a report of all curricular changes received in the previous year will be sent to each dean and associate dean for information, review, and comment.

RESPONSIBILITY AND ROLE OF ACADEMIC UNITS⁵

THE APPOINTMENT OF COMMITTEES AND COORDINATORS

Curriculum coordinators and curriculum committees should be appointed/selected during the spring quarter. All persons involved in the process should become familiar with departmental programs, curricular offerings, and catalog requirements/deadlines as soon as possible. Department chairs should inform college/school deans of these appointments, which the deans will forward to the Office of Academic Programs. The Associate Vice President for Academic Programs will meet yearly with 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 COORDINATORS

The faculty in each department should use accepted selection procedures to choose a curriculum committee and a coordinator to chair the committee. It is recommended that the department curriculum coordinator have experience on the department curriculum committee and has extensive knowledge of the department and college curricular processes. Coordinators 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, colleges. Close attention to detail, accuracy in proofreading and cross checking are essential.

The coordinator serves as the chair of the department curriculum committee. The primary roles 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 or modifications, course deletions and additions, and the department's academic master plan. The coordinator may be responsible for interdepartmental consultation regarding curricular changes, in consultation with the Associate Dean.

RESPONSIBILITIES OF THE DEPARTMENT CURRICULUM COMMITTEE

The curriculum process is an on-going effort by the department curriculum committee. Throughout the year, the department committee should discuss possible curriculum changes. During the fall quarter, the department curriculum committee formally prepares curricular additions, deletions, and changes to the university catalog resulting from discussions of the previous year.

The department committee prepares and disseminates a report on proposed curriculum actions to the department faculty for approval. Once the department curriculum proposal is approved, the curriculum committee prepares three reports, for changes to the academic master plan, changes to general education, and for miscellaneous changes. The Department Chair shall prepare and attach a transmittal memo and forward the reports to the college curriculum committee.

⁵ AS-2263-078/AP Changes to Curriculum Procedure

COLLEGE RESPONSIBILITIES

COLLEGE CURRICULUM COORDINATORS

The college curriculum coordinator shall serve as the chair of the college curriculum committee. The college curriculum coordinator will need to work closely with departmental coordinators, appropriate Academic Senate committees, and the Office of Academic Programs. The college curriculum coordinator may be responsible for interdepartmental consultation regarding curricular changes. College curriculum coordinators also facilitate discussions between the college curriculum committee and departments within the college to resolve outstanding curricular issues.

College curriculum coordinators are responsible for submitting all curricular changes, revisions, additions, and deletions to the appropriate Dean or Associate Dean for action. After the Dean or Associate Dean has acted, the coordinator ensures that all relevant curricular material is sent to the Office of Academic Programs.

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 best utilization of resources. When conflicts arise, the matter should be referred to the Associate Vice President for Academic Programs for resolution.

RESPONSIBILITIES OF THE DEAN'S OFFICE

Associate Deans shall oversee the curriculum process for their college. Their responsibilities shall include: be in regular communication with the department and college curriculum committees; offer advice to department and college curriculum committees about potential curriculum changes; determine whether consultation for a particular curriculum change should be conducted by the department or the college curriculum coordinator; ensure that all necessary consultation documents are in order before a curriculum proposal is submitted to the Dean; conduct any necessary consultation follow-up; and to review the Academic Programs Course Consultation website on a regular basis.

Every college curricular proposal shall be submitted to the Dean for approval or disapproval. The Dean should announce a decision within 10 academic working days. The 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's report should include a recommendation (approval/disapproval), and a summary of courses added, deleted, and changed by department and for the entire college.

Comment [aly2]: Can this be done by the Associate Dean?

The Dean's Office is also responsible for ensuring that online programs and off-campus programs (new or in new locations) do not accept enrollment until the programs receive WASC approval.

Comment [aly3]: This sentence was not in AS-2263-078/AP

UNIVERSITY RESPONSIBILITIES

RESPONSIBILITIES OF ACADEMIC AFFAIRS

The Office of Academic Programs shall accept all curriculum proposals submitted by university areas and submit the proposals to the Academic Senate for forwarding to the appropriate standing committee, to the University Curriculum Committee, or to the WASC ALO, as appropriate. Academic Programs shall review curriculum proposals to ensure that all consultation has been completed and that due process has been followed. All proposals sent electronically shall be held until written approval from the Dean's office is received.

Comment [aly4]: We don't currently do this with miscellaneous proposals. Can we request that this be changed to our current practice?

Academic Programs shall post course proposals on the Consultation website, send e-mails to the Associate Deans, authors of the ECOs, and Associate Vice President for Enrollment Services announcing postings and, at the end of the consultation period, forward any comments received on the website to the appropriate department and college curriculum coordinators and Associate Deans.

Comment [aly5]: We don't currently do this. Should we or can we continue current practice, which is to forward/present comments to committee?

The Office of Academic Programs facilitates the review by the Executive Graduate Council of curriculum proposals that involve graduate courses or programs. The Executive Graduate Council recommends approval or disapproval of the proposal.

RESPONSIBILITIES OF THE SENATE

The Academic Programs Committee is a Senate standing committee. This committee is responsible for all program-level matters such as, but not limited to, program reviews and assessment plans and changes to the Academic Master Plan.

The General Education Committee is a Senate standing committee. This committee oversees the implementation of Executive Order 1033 in all of its specified and applied dimensions.⁶ In particular, the committee reviews all course proposals for general education purposes.

UNIVERSITY CURRICULUM COMMITTEE

The University Curriculum Committee (UCC) is composed of one representative from each college and related areas. 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 Committee's recommendations are forwarded to the Executive Committee of the Senate on a quarterly basis.⁷

⁶ Senate Bylaws, Article IV, Section 3E

⁷ AS-1107-990/AA – University Curriculum Committee

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 (i.e., the department curriculum coordinator must keep the department as a whole informed; the college curriculum coordinator must keep the Dean, the Associate Dean, and all department curriculum coordinators informed; and so on). 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 some reason to think that another unit may have interest in a curriculum proposal. Consultation is required to accompany proposals for the following actions:

- 1) Deletion of a course from the curriculum of one department but offered by another department.
- 2) Deletion of a course which one department offers but appears in another department's major requirements as a required course or as a prerequisite.
- 3) Addition of any new course, major, minor, option, certificate, or other program.
- 4) Modification (change of content, prerequisites, or units; change in number or frequency of sections offered) of any General Education course or a course that appears in another department's major requirements as a required course, support course, or as a prerequisite.
- 5) Modification of any major, minor, option, certificate, or program.

All consultation must be documented in writing. The Office of Academic Programs shall return to the submitting college all proposals that fail to document consultation. Please refer to the Appendix in this guide to download a Consultation form.

All consultation involving new or major modification of courses must also be conducted online. Academic Programs maintains a course consultation web site restricted to employees in the campus community. Consultation material shall be posted on the site for 30 days. Each posting shall indicate the day it was posted, the program or unit that is proposing the change, and the status of the proposal, and shall provide space for the posting of comments.⁸

STEPS TO ACHIEVE FULL CONSULTATION AMONG DEPARTMENTS

- 1) The responsibility of assuring proper consultation belongs to the Associate Dean 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.

The proposing unit must notify their Associate Dean of an impending curricular consultation, and receive approval to move forward. The unit then shall send a consultation form along with any supporting documents to the Associate Deans of all colleges. A copy of the consultation form, an electronic copy of the proposal, and an electronic copy of any course proposals should also be sent to the Associate Vice President for Academic Programs to be posted on the Course Consultation Website.

⁸ AS-1114-990/AP – Revision of Consultation Policies

- 2) It is the duty of the Associate Dean to ensure that a timely response is sent when a unit objects for whatever reason. The lack of a timely response will be assumed to mean that there are no objections with regard to area or resources.

Upon receipt of consultation material, the Associate Deans shall forward the material to the college curriculum committee members as appropriate and follow up on responses as necessary. The appropriate committee members shall complete the response portion of the consultation form, citing any concerns. The completed form shall be sent to the proposing unit and the corresponding Associate Dean. One copy of the written responses shall be sent to the Associate Vice President for Academic Programs.

Consultation is assumed to have been completed if no response is made within 30 days of the Office of Academic Programs' receipt of the consultation form. No response shall be assumed to mean no objection.

All consultation should be completed before the college curriculum committee forwards the curriculum proposal to the Dean.

- 3) The Office of Academic Programs shall post for 30 days on the Course Consultation website expanded course outlines (ECOs) submitted as part of curriculum proposals.⁹ A weekly e-mail shall be sent to the Associate Deans, authors of the ECOs, and the Associate Vice President for Enrollment Services notifying them of new course postings.

At the end of the 30 day period, the Associate Vice President for Academic Programs shall confer with the proposing College. The curriculum proposal shall either be returned to the College or held until the package approved by the college Dean is received. Course proposals may be updated at this time. The approved curricular package shall then be forwarded to the Senate Executive Committee or University Curriculum Committee as appropriate. The forwarded package shall include copies of all responses submitted during the Consultation process.

RESOLUTION OF IMPASSE¹⁰

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:

⁹ AS-1114-990/AP – Revision of Consultation Policies

¹⁰ AS-2360-011/AA Removal of “Resolution of Impasses” section from the University Curriculum Guide

revised 07/26/10

- 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 support 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 recommendations and forward them to the Executive Committee of the Academic Senate.
 - 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 Executive Committee of the Academic Senate for handling in accordance with standard senate procedures.

GUIDELINES FOR SUBMITTING

COURSE PROPOSALS

PROPOSALS FOR ADDITIONS, DELETIONS, AND MODIFICATIONS

Course proposals should be submitted for the development of new courses and the deletion or modification of existing courses. Proposals also should be submitted for course changes that occur as a result of modifications to a major's core or support requirements. Proposals should include information regarding course numbering, mode and level of instruction, and course classification number (C/S number). (For more information about these course characteristics, see Chapter 3-Course Content and Design.)

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 without regard to their fit 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 unless a strong rationale for maintaining them can be provided by the department in question and supported by the corresponding college Dean.

The levels of review for course proposals are as follows:

- 6) Department Chair
- 7) College Dean
- 8) Associate Vice President for Academic Programs

Then, depending on type of course:

- 9) Academic Senate Academic Programs Committee for academic master plan proposals
- 10) Academic Senate General Education Committee for general education proposals
- 11) Executive Graduate Council for proposals related to graduate programs
- 12) University Curriculum Committee for all other proposals
- 13) President

Comment [aly6]: Shouldn't we add department curriculum committee and college curriculum committee in here somewhere?

GENERAL GUIDELINES

The following guidelines can help you decide whether the change proposed is a new course (an addition), a deletion, or a change:

A course is considered new if:

No course like it existed before

The course is being changed from lower division to upper division status or vice versa. A new course ID must be generated in PeopleSoft. (The 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 course is being newly cross-listed (this might create a "new course" in one department and the affected department must be consulted)

A course is considered changed if the department:

Changes the C/S number

Changes the units

Changes the requisites (pre- and/or co-)

Changes the content in minor ways as to not seriously alter the course objective, how it is taught, its intended audience, etc.

Changes the title in minor ways

Changes the grading basis

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. A new course ID must be generated in PeopleSoft.

14) The course content has changed substantially and will not be equivalent to the original course in meeting subject matter objectives (i.e. a lower division course changing to upper division). A new course ID must be generated in PeopleSoft.

15)

THE SUMMARY OF PROPOSED CURRICULUM CHANGES FORM

The Summary of Proposed Curriculum Changes form is an integral part of the departmental curriculum proposal. Departments must submit this form through the college curriculum committee and to their college Dean before **the end of FALL QUARTER**. Please refer to the Appendix in this guide for downloading the Summary of Proposed Curriculum Changes form.

Section I. Curricular Proposals (Consultation Required)

16) For each new course to be added, list the subject area, catalog number, course title, course description, including course component (lecture, activity, laboratory, etc.), course units, enrollment requirements (i.e. prerequisites and/or corequisites), C/S number and other necessary information. Justify the proposed C/Snumber. Include an expanded course outline (electronic copy) for all new courses.

17) For each course to be deleted, give reasons for the deletion.

18) For each course to be modified, identify the type of change, and current subject area, catalog number, course title, units, and course description. List the new information and explain all changes, including those in course content and/or course component (e.g. lecture, activity, laboratory, etc.), and enrollment requirements (i.e. prerequisites and/or corequisites). Catalog number and sequence changes must be clearly justified and course equivalency must be indicated as appropriate.

19) Describe the affect any changes may have on other departments, General Education, degree audit, and articulation.

revised 07/26/10

Section II. Curricular Proposals Internal to Departments (Consultation Not Required)

20) List and explain proposed deletions or changes in the curriculum that are internal to the department. Follow the guidelines listed above.

Section III. Other Changes

21) Describe and explain any other proposed changes which involve academic policy rather than editorial changes.

22) IF NO CHANGES ARE TO BE MADE, only a memo to that effect is required. The “Summary of Proposed Curriculum Changes” form is not necessary in this instance.

Comment [aly7]: Colleges are not submitting memos when no curricular changes are needed. Should this sentence be removed?

COURSE CONTENT AND DESIGN

LOWER DIVISION COURSEWORK

- 001-099 Courses carrying no credit toward degree requirements, in particular, remedial coursework.
- 100-299 Courses taught primarily in the freshman and 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. As appropriate for the discipline, the writing component for 100-299 numbered courses normally shall be 4-5 written assignments and at least one long term/research paper. Graduate credit is not allowed for lower division courses.

Comment [aly8]: Cannot find any senate policies regarding this.

UPPER DIVISION COURSEWORK

- 300-399 Courses primarily for advanced undergraduate students, usually having prerequisites.
- 400-499 Courses for advanced undergraduate, graduate and postbaccalaureate students. Courses 461, 462, and 463 are normally used for senior seminar or senior project, and do 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 strong research component.

A 299 or 499 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 299 or 499 course applicable to a degree is 8 quarter units. The maximum number of units that can be taken per quarter is 4 units. A 499 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.

Comment [aly9]: Cannot find any senate policies regarding this.

GRADUATE LEVEL COURSEWORK

- 500-599 Courses open only to graduate and post-baccalaureate students, or seniors with prior approval.
- 600-699 Courses open only to unconditionally classified graduate students.
- 700-899 Courses open only to students in a doctoral program.
- 900-999 Courses including specialized workshops, seminars, and institutes designed to provide professional and occupational improvement. Not acceptable for degree credit.

A 599 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 599 course applicable to a degree is 8 quarter units with a maximum of 4 units per quarter. A 599 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.

Comment [aly10]: Cannot find any senate policies regarding this.

COURSE CLASSIFICATION NUMBER—C/S CLASSROOM/SUPERVISION NUMBER¹¹

C/S numbers are part of the curricular process, 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 transmitted by the initiating department via the college dean to the Office of Academic Programs for approval. The department should include a justification for the C/S number in the Summary of Proposed Curriculum Changes form. It is presumed that the C1–C2 numbers primarily involve teaching by lecture, with sufficient discussion to ensure that transfer of knowledge occurs (Lecture Discussion). Requests for C/S numbers C3 through C6 require the following additional justification:

- A statement about discipline content and necessary teaching methodology establishing that lecture discussion (C1-C2) approaches are inappropriate.
- Catalog copy that contains sufficient description about teaching methodology to support the requested classification.
- Expanded, or detailed, course outlines on file in the department which clearly support the C/S number requested.

Comment [aly11]: We don't currently require these. Can they be removed?

Please refer to the Appendix in this guide for a list of C/S Number Categories and Descriptions.

GENERAL GUIDELINES FOR COURSE CLASSIFICATION

Lecture Discussion - The primary activity is a lecture whereby the transfer of knowledge is one-way: from instructor to students. It is usually necessary to have some classroom discussion to ensure that transfer occurs.

Lecture Presentation - The classroom time involves student presentation of prepared analyses, which are then critiqued by the faculty (or students). There may be significant practice of written communication techniques.

Lecture Problem-Solving - The classroom time involves student interaction in a problem-solving and discussion mode, and communication of solutions and solution techniques. Faculty are involved in considerable one-to-one interaction to assist students in understanding appropriate thinking patterns, use of tools, and methodologies leading to correct responses.

Seminar - Primary activity in the classroom requires initiation of content discussion by students, either solely or in groups, with the faculty role primarily one of guidance and critique. The underlying presumption is that students, by reason of prior preparation, are capable of bringing considerable background information into the discussion. Limited to specialized advanced courses which focus on major written or oral reports by students and interpretation of materials presented by students and course instructors. Courses given this classification MUST have prerequisites.

Clinical/Specialized Activity or Laboratory - These courses require considerable background expertise, by the student. Classroom meetings involve student response to complex, unstructured, problem situations which require individualized faculty interaction and exercise of judgment.

¹¹ Chancellor's Office APDB Data Element Dictionary Section V

- Activity classes require a two-hour meeting for one unit of credit. The faculty member earns 1.3 WTU for each two-hour meeting. Classifications within this group are to reflect the descriptions of C7 through C14.
- Technical activities and laboratory classes require a three-hour meeting for one unit of credit. The faculty member earns either 1.5 WTU (C15) or 2.0 WTU for each three-hour meeting (C16). Classifications within this group are restricted to those listed for each C/S number.
- Supervision class classification is limited to those few classes where the teaching methodology requires a one-to-one relationship between student and faculty. (See current description in the faculty workload formula). Faculty “earn” WTU on the basis of students supervised, not the units assigned to the course (e.g. for a S36 classification one student = 0.33 WTU).

Comment [aly12]: I don't understand this sentence.

NOTE: When submitting course proposals, and revising or proofreading catalog copy, use the terms above to describe mode of instruction in course descriptions. See Suggested Guidelines for Writing a Course Outline below.

SUGGESTED GUIDELINES FOR WRITING A COURSE OUTLINE

Summary

List subject area, catalog number, course title, unit, C/S number, and grading basis

Catalog Description:

Give subject area, catalog number, course title, (limited to 30 characters), and unit. Give course description exactly as it should appear in the catalog, including enrollment requirements (i.e. prerequisites and/or corequisites), if any. The description itself should not exceed 40 words (course component and enrollment requirements are not considered part of the description). Describe the course as accurately and concisely as possible. Give course component such as lecture, lecture-discussion, lecture-problem solving, activity, laboratory, etc., and include the number of hours the class will meet per week.

Comment [aly13]: Should we remove this?

Required Background or Experience:

Give prerequisites, corequisites, and any other background which students must have before enrolling in the class, e.g. upper division status. If there are no prerequisites and/or corequisites, state “none”. 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 may 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 especially careful to list only those prerequisites necessary to ensure students a reasonable chance of successfully completing the course.

Expected Outcomes:

List the knowledge, skills, or abilities which students should possess upon completing the course. The outcomes should be tied to the mission, goals and objectives of the program and to the objectives of the particular course.

Instructional Materials:

List the text(s) that will be used, as well as additional references (books, journals, articles, etc.) which might be appropriate materials for this class. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Minimum Student Materials:

revised 07/26/10

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that students cannot be assessed a fee unless the fee has been approved according to University procedures.

Minimum College Facilities:

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

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 instructional material to be included in the class, e.g. lecture topics, skills to be taught, etc.

Instructional Methods:

Describe which type(s) of instructional method(s) will be used in class. Include any method that is essential to the course, such as the use of particular instructional tools or software.

Outcomes Assessment:

Describe the methods to be used in evaluating students' work, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc. Remember that all classes taught at the University except 1-unit activity classes in Kinesiology and Music must include a writing assignment.

Please refer to the Appendix in this guide for an example of a Course Outline.

GENERAL EDUCATION PROPOSALS

CSU Student Learning Outcomes

A. 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 which 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 Title 5 Education of the California Code of Regulations, the university offers a variety of courses in general education. The pattern of courses included in the program is designed primarily to insure that students:

Develop the ability to express themselves effectively in both written and oral communication and in critical thinking which includes consideration of common fallacies in reasoning;

Understand nature and are able to relate to their biological and physical environment;

Are familiar with their own and the cultural heritage of others and have developed the capacity to be creative and to appreciate creativity in others;

Understand the economic, political, technological, and social problems of contemporary society and the responsibilities and privileges of modern citizenship;

Acquire a basic understanding of the requirements of good health and are able to maintain their own physical well being;

Have developed an understanding of themselves and their relationship to others.

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.¹²

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;

¹² General Education Breadth Requirements – Executive Order No. 1033 Article 3.2

- 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

GENERAL EDUCATION REQUIREMENTS

Beginning in curriculum years 2001/02, students must satisfy all GE content areas with a minimum of 68 quarter units, including 12 units of upper division synthesis courses. This total number of GE units represents a variance from Title 5 that has been approved by the CSU Chancellor's office as a temporary deviation for this university. The normal requirement in Title 5 for general education is 72 quarter units.

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. Therefore, students who change majors or otherwise have a break in status may find that they are subject to new degree requirements. Careful academic advising by faculty is essential. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403. Twelve quarter units of the total general education program must be completed in residence at California State Polytechnic University, Pomona.

General Education synthesis courses developed by departments must be offered on a regular, yearly basis. If courses are not offered on a regular, yearly basis, the Office of Academic Programs has the authority, after consultation with the Academic Senate, to delete them from the approved list.¹³

Departments may not direct students to take coursework to meet the 12-unit upper division requirement unless those courses have gone through full curricular review, including Academic Senate and President approval. 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 pursuant to Section 40405.5b of Title 5, California Code of Regulations.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

¹³ AS-2118-034/AP Proliferation of G.E. Synthesis Courses

B. Section 40405.2 of Title 5, California Code of Regulations, specifies students transferring from California Community Colleges under the provisions of this subdivision may satisfy General Education-Breadth requirements for the California State University bachelor's degree through satisfactory completion of the Intersegmental General Education Transfer Curriculum and a minimum of 9 semester units or 12 quarter units of upper division general education coursework. All upper division general education requirements shall be completed no sooner than the term in which the candidate achieves upper division status at the California State University campus granting the degree. The president or an officially authorized representative of a California Community College may certify that requirements have been met through the satisfactory completion of courses approved by the California State University and the University of California for inclusion in the Intersegmental General Education Transfer Curriculum. California State University campuses shall accept certification of the fully completed Intersegmental General Education Transfer Curriculum as meeting all of the lower division general education requirements for the baccalaureate degree.

TRANSFER/CHANGE OF MAJOR STUDENTS AND GE CERTIFICATION¹⁴

C. Community college transfer students and Cal Poly Pomona students who change their major should be aware that many courses on the Cal Poly Pomona General Education list are also major department entrance or prerequisite requirements and will still have to be taken to meet degree requirements. Therefore, even if they may be certified by their community colleges as having met all (or most) CSU lower division general education requirements, or have met GE requirements prior to change of major, they may need to take additional courses to satisfy prerequisites for the major. For example, students may have met the quantitative reasoning requirement by taking a trigonometry course at the community college, or at Cal Poly Pomona, and be so certified. This will not meet the calculus requirement for engineering, which also meets the Cal Poly Pomona GE quantitative reasoning requirement. Calculus will still have to be taken. Such "excess" coursework will be given as "elective credit". Some transfer students without a complete GE certification may be certified by their community colleges as having met the CSU General Education quantitative reasoning requirement with coursework which does not meet the Cal Poly Pomona Mathematics proficiency requirement. Such students will also have to take coursework to meet this graduation requirement.

GENERAL EDUCATION - APPROVED COURSEWORK

D. Courses are approved by the Campus Academic Senate by area to meet the university general education program requirements. Coursework in general education should not be taken without a specific curricular goal. Many degree programs recommend specific GE courses which also meet degree requirements. Some degree programs specify university-approved GE courses to meet specific degree requirements as prerequisites to the major. Such courses will be listed on the degree curriculum layouts and in the catalog. Some courses may be taken on a credit/no credit basis. Courses listed as a sequence should be taken in order. For example, in the sequence MAT 114-115, MAT 114 should be completed before taking MAT 115. Each course counts as one course toward meeting general education requirements.

¹⁴ General Education Breadth Requirements – Executive Order No. 1033 Article 5.6.4

INTERDISCIPLINARY GENERAL EDUCATION (IGE)

E. The Interdisciplinary General Education (IGE) program provides an integrative-thematic approach to the Humanities and Social Sciences components of General Education areas A, C and D for a total 32 units of the 56 lower-division units required. This program is designed as a two and one-half year program in which participants study, along with their major coursework, courses designed to partially meet the University General Education requirement.

GENERAL EDUCATION - UNIT DISTRIBUTION¹⁵

F. 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** Communication and Critical Thinking (12 units); three courses, one course each from sub-areas A1, A2, and A3.
- Area B** Mathematics and Natural Sciences (16 units); one course each from sub-areas B1, B2, B3, B4, and B5. At least one lab course from sub-areas B1 or B2 must be taken to fulfill sub-area B3; sub-area B5 must be an upper-division synthesis course.
- Area C** Humanities (16 units), four courses, one each from sub-areas C1, C2, C3, and C4; sub-area C4 must be an upper-division synthesis course.
- Area D** Social Sciences (20 units); five courses, two courses in sub-area D1, and at least one course each from sub-areas D2, D3, and D4; sub-area D4 must be an upper-division synthesis course.
- Area E** Lifelong Understanding and Self-Development (4 units)

FRAMEWORK AND GUIDELINES FOR GENERAL EDUCATION

G. All colleges and academic units are invited to submit proposals to the Office of Academic Programs for lower and upper division courses that meet the following guidelines. Note that minimum achievement levels for General Education Mathematics and English must be attained. Remedial course work in English and Mathematics will not satisfy General Education baccalaureate requirements. Also note that campus policy requires a meaningful writing component in each General Education area.¹⁶

The Academic Senate shall be responsible for determining whether a course meets the guidelines and shall refer all requests for inclusion to the General Education Committee. Courses intended for General Education and for the American Cultural Perspectives requirement will be evaluated separately for appropriateness.

AREA A--COMMUNICATION AND CRITICAL THINKING¹⁷

The content of courses satisfying this area will include:

- H. The study of written and oral communication and critical thinking.

¹⁵ General Education Breadth Requirements – Executive Order No. 1033 Article 4 and Executive Order No. 595; AS-1126-001/GE Revision in General Education Referral (Reconsideration); AS-2229-067/GE GE Numbering

¹⁶ AS-2230-067/GE GE Meaningful Writing Component

¹⁷ General Education Breadth Requirements – Executive Order No. 1033

- I. Considerable written work, with emphasis on expository prose.
- J. Emphasis on clarity and lucidity of thought and its written and oral expression.
- K. Exploration, development, understanding, and use of visual communication media and skills.
- L. Instruction in analyzing, criticizing, and advocating ideas, reasoning deductively and inductively.

AREA B--MATHEMATICS AND NATURAL SCIENCES¹⁸

Instruction approved for fulfillment of this requirement is intended to develop 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.

Courses in Mathematics/Quantitative Reasoning shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning. (Excerpted from Executive Order 1033) In sub-areas 1 and 2, attention will be paid to the techniques of science as an investigative method — how science acquires evidence for its theories, how theories are developed, and so forth—as well as to the limitations of science.

Students are required to take one course from sub-areas B1, B2, B3, B 4, and B5 as defined below. At least one laboratory course from sub-area B1 or B2 must be taken to fulfill the B3 requirement. In addition, the course for sub-area B5 must be an upper division synthesis course. Students should complete the lower division elements of Area B (1, 2, 3, and 4) before taking their upper division B5 course.

Physical Sciences

Courses in this area will provide students with fundamental knowledge of the physical laws controlling the universe. This area will also reinforce the quantitative mathematical reasoning skills developed in sub-area 4 as well as the student's critical reasoning skills. Courses in this area will be investigative and not purely descriptive or historical.

1) Biological Sciences

Courses in this area will provide students with fundamental knowledge of living systems and their relationships with the world about them, including attention to diverse life forms, ecology, and evolution. Where applicable, scientific contributions from various cultures of the world will be included.

Laboratory Activity

Courses in this area will require the student to reinforce principles learned in the physical sciences and biological sciences sub areas. At least one laboratory course from sub-area B1 or B2 must be taken to fulfill this requirement.

Mathematics/Quantitative Reasoning

Courses in this area will require the student to use basic mathematical skills to develop mathematical reasoning, investigative and problem solving abilities. Development of these goals will include applications from/to real life situations.

¹⁸ General Education Breadth Requirements – Executive Order No. 1033

Science and Technology Synthesis (must be upper division)

Courses in this area will deal both with the relationship between science, technology, and civilization and with the effect science and technology has on civilizations and human values. Appropriate issues to be explored by courses in this area include but are not limited to: the impact of specific technologies such as communications or computing technology; ecological issues; history and philosophy of science and technology; scientific method and reasoning; medical technology and its ethical implications; general systems theory and its applications to a variety of disciplines and situations.

AREA C--HUMANITIES¹⁹

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. Activities may include participation in individual aesthetic and creative experiences.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures. (Excerpted from Executive Order 1033)

Arts, Literature, Philosophy, and Foreign Languages (typically lower division)

Each course in sub-areas C1, C2, and C3 must provide planned relationship to the other Humanities subject areas. In addition, each course in sub-areas C1, C2, and C3 must include a significant cross-cultural component.

1) Fine and Performing Arts²⁰

Courses will enable students to experience and appreciate the fine and performing arts in relation to the realms of creativity, imagination, and feeling that explore the meaning of what it is to be human. Courses could include active participation in aesthetic and creative experience. Students should understand how disciplined, individual creativity can produce objects that are obviously useful or practical but that clarify, intensify and enlarge human experience. Courses will provide a sense of the values that inform artistic expression and performance, and their interrelationships with human society.

2) 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 examine critically the philosophical ideas and theories around which different civilizations have been organized, and to explore the complex developments of those civilizations. In the study of philosophy, students should 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. Moreover, they should encourage broad historical understanding enabling students to see the past in the present and the present in the past.

Literature and Foreign 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 importance of literature in

¹⁹ General Education Breadth Requirements – Executive Order No. 1033

²⁰ AS-2286-089/GE Request to Change Name of GE Area C1

the interpretation of culture. Students in literature and foreign languages should better understand the significance 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 literacy and linguistic heritage.

Humanities Synthesis (upper division)

Courses 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.

AREA D--SOCIAL SCIENCES²¹

Students learn from courses in multiple disciplines that human social, political and economic institutions and 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. (Excerpted from Executive Order 1033)

3) U.S. History, Constitution, and American Ideals

Current methods of satisfying these requirements are continued. Alternative proposals may be submitted. These proposals should conform to the following requirements taken from Title 5, Article 5, "General Requirements for Graduation" Section 40404, "Requirements in United States History, Constitution and American Ideals" (Board of Trustees CSU Register dated 1/10/92).

The purpose of the following requirements is to ensure that: students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live, enabling them to contribute to society as responsible and constructive citizens. To this end, the campus shall provide comprehensive study of American history and American government, including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the processes of state and local government. To qualify for graduation, each student shall demonstrate competence by completing courses in the foregoing fields. Students transferring from other accredited institutions shall not be required to take further courses or examination therein.

Note: The last sentence applies only for courses taken in California. Students who have completed courses on the federal government and the federal constitution must still either take an approved course covering California government or pass an examination administered at Cal Poly Pomona.

4) History, Economics, and Political Science

and

5) Sociology, Anthropology, Ethnic and Gender Studies

Courses in each sub-area will introduce students to the methods and theories pertaining to economic, social, and political analysis, respectively. Courses in sub-area D2 and D3 should also show how human social, economic, political, and historical institutions are inextricably interwoven.

²¹ General Education Breadth Requirements – Executive Order No. 1033

Thus, while the subject matter of each D2 and D3 course will emphasize a particular content area, each course should also demonstrate the interrelatedness of sub-areas D2 and D3.

To accomplish this goal, these courses will include substantial coverage of interdisciplinary issues so those students can connect sometimes-fragmented information and draw meaningful conclusions. Problems and issues in these sections should be examined in contemporary as well as historical contexts, and include significant global and cross-cultural perspectives.

Courses in sub-areas D2 and D3 will integrate critical thinking and analysis. Students will be able to generalize, draw comparisons, detect logical fallacies, and perceive the interrelatedness of human social, political, and economic institutions and behaviors.

Social Science Synthesis (upper division)

Courses should focus on a deeper understanding of a set of concepts and their application in the solution of a variety of specific social problems. 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 different theories and approaches in the field.

AREA E--LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT²²

M. 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. Courses may include the following, and could include a physical activity if integrated in the above:

- Selective consideration of such matters as human behavior, sexuality, nutrition, physical and mental health, and stress management, and financial literacy
- Relationships of people to their social and physical environment
- Implications of death and dying and avenues for lifelong learning

AMERICAN CULTURAL PERSPECTIVES REQUIREMENT

Criteria for Courses to Fulfill American Cultural Perspectives Requirement (AS-887-934/GE)

N. Coursework in American Cultural Perspectives is a graduation requirement. The courses that satisfy this requirement may be part of a student's GE program, major, or minor or may be taken as electives. These requirements will not constitute an additional unit load on the degree requirements of a student in any program. To satisfy this requirement, a student must take at least one four-unit course.

Courses that meet the American Cultural Perspectives requirement should satisfy all of the following criteria:

- Introduce theoretical perspectives and non-western/non-traditional approaches for studying gender, ethnicity, and class;
- Include the study of at least one other marker of social difference, such as sexual orientation, religious affiliation, national origin, etc.;
- Cover at least two of the following socio-cultural groups: African Americans, Native Americans, Chicano/Latino Americans, Asian Americans, Pacific Islands Americans, Middle Eastern Americans, or European/White ethnic Americans;

²² General Education Breadth Requirements – Executive Order No. 1033

- Address intra-cultural differences as well as inter-cultural commonalities. Differences may be examined by focusing on diverse cultural practices, environmental ethics, political histories, religious beliefs, or means of artistic expression.

GUIDELINES FOR SUBMITTING GE SYNTHESIS COURSE PROPOSALS

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 course description and the expanded course outline for courses proposed for this area must clearly indicate:

- 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.
- The requirement for an appropriate writing component.

Guidelines

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

- The course must be an upper-division course.
- Completion of courses in Area A: Sub-areas 1, 2 & 3 is required.
- Development and Integration of written and oral communication skills.
- Inclusion of assessment of the student's understanding of the math and natural science area of general education.
- The integration of at least two of the Mathematics and Natural Sciences sub-areas 1, 2, or 4.

The course outline should also indicate:

- Course outlines in this area should 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.
- Courses may demonstrate the use of the scientific method to explore the impact/influence of science on human affairs.
- Courses should emphasize how to find and utilize original research materials from the scientific literature to inform discussions and support written assignments and class presentations.
- Courses should require students to demonstrate an ability to analyze and manipulate scientific data through assignments and/or in-class activities.

Sub Area C4-Humanities Synthesis

The major focus of a synthesis course is to integrate and focus fundamental concepts and issues. Therefore, 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.

Guidelines

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

- The course must be an upper-division course,

- Completion of courses in Areas A and C: sub-areas 1, 2 and 3 is required,
- Development and integration of written and oral communication skills,
- Inclusion of assessment of the student's understanding of the Humanities area of general education, and
- The integration of at least two of the Humanities sub-areas 1, 2 or 3.

The course outline should also indicate:

- How the course is focused on two or more of the following areas: Philosophy, Fine Arts, Language, Performing Arts, History and Literature.
- 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.
- How a writing component is incorporated.

Sub Area D4-Social Sciences Synthesis

The purpose of the Social Sciences Synthesis courses 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.

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.

Guidelines

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

- The course must be an upper-division course.
- Completion of courses in Areas A & D: Sub-areas 1, 2 and 3 is required.
- Development and integration of written and oral communication skills.
- Inclusion of assessment of the student's understanding of the Social Sciences area of general education
- The integration of at least two of the Social Sciences sub-areas 1, 2 or 3.

The expanded course outline should also explain how the course would:

- Draw upon the perspective of one or more of the fields in the Social Sciences that are covered in the lower division courses.
- Provide 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.
- Promote critical thinking, problem solving and reasoning skills.
- Provide the student with a major writing component.

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.

General Education-Interdisciplinary Synthesis

General

The Interdisciplinary Synthesis course is one that bridges two or more of the General Education areas and is not specific to any one of the three. In other words, whereas the conventional synthesis course is identified from prefix and content as belonging in 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.

Guidelines

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

- The course must be an upper-division course.
- Completion of courses in Area A and all relevant subareas from the areas being integrated by this course is required.
- Development and integration of written and oral communication skills.
- Inclusion of assessment of the student's understanding of the interdisciplinary nature of the areas covered.
- The integration of at least two of the general education synthesis areas.
- An interdisciplinary synthesis course may only apply to one synthesis area for any one student.

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 to be achieved.

Additional Guidance for Preparing Interdisciplinary Synthesis Courses

- The expanded course outline may be developed by one department with the collaboration of other departments or may be developed and offered by two 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 two 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.

RESTRICTIONS ON GENERAL EDUCATION CHANGES

O. The following recommendations were adopted by the Academic Senate November 16, 1988, and approved by the President:²³

Only one review of a particular GE-approved course will be allowed per five-year cycle.

In the case of a request to review a course, the department which initiates the review must document consultation and discussion of the course in question with the department that offers it.

The request to review a course must come from the College Curriculum Committee and be directed to the Academic Senate.

The referral must specifically address the criteria of the GE category in which the course is currently approved.

²³ AS-688-889/EPC, General Education Review

ACADEMIC MASTER PLAN PROPOSALS

INTRODUCTION

Many of the actions mentioned in this section are part of the academic master plan process that occurs during the catalog revision cycle. However, units (departments, colleges, etc.) should not assume that new degree programs, options, minors, concentrations, special emphases, certificates, or program reviews that are part of one year's review process will be included in the next catalog. New degree programs, and options and minors in some cases, must have CSU Chancellor's Office approval. By contrast, certificate programs and changes to the General Education list are reviewed and approved on campus (provided changes are within the guidelines of Title 5 and relevant Executive Orders).

ACADEMIC MASTER PLAN PREPARATION

Overview

The Academic Master Plan (AMP) is submitted annually by each campus to the CSU Chancellor's Office. New program proposals submitted by each campus 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 plans are submitted to the Board of Trustees.

P. Endorsement by the CSU Trustees and by the California Postsecondary Education Commission (CPEC) of all degree programs on the Academic Master Plan is required prior to implementation. New options and minors in most disciplines are exempt under the provisions of Executive Order No. 602, which delegates approval authority to Presidents if the option or minor falls under an established degree program at the campus.

Q. The campus Academic Master Plan should represent 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.

The Campus AMP should include:

- Existing degree programs and projections of new programs;
- A self-assessment and an external evaluation of each program under review that year;
- A timeline for both the start of new programs and the periodic review of current programs;
- Current as well as anticipated resources used in support of existing and projected programs.

The Campus AMP should consider the following:

- Are the anticipated resources of the campus (primarily in terms of existing faculty positions and new faculty positions anticipated from total campus enrollment growth) sufficient to initiate and sustain all of the programs offered and projected? If not, will some faculty positions be reassigned from existing programs, or will the number of projected programs be reduced?
- Is there a campus commitment to placing resources into the development of new programs as well as into existing programs?

The College AMP should include:

- Program reviews conducted during the current academic year;
- A calendar of upcoming reviews;
- Proposals for new entries to the Academic Master Plan, including an analysis of resources required for proposed programs;
- Implementation curriculum proposals for any new programs which have been approved by the Chancellor's Office in a previous cycle, including an analysis of resources required for proposed programs;
- Resource requirements to support the academic master plan;
- A cover sheet that demonstrates that all appropriate consultations have been completed and that the college curriculum committee has reviewed the AMP.

R. It is the responsibility of each Dean to develop and maintain an AMP.

ACADEMIC MASTER PLAN GUIDELINES

The campus AMP is an integration of AMPs from each of the colleges. The guidelines that follow are meant to clarify the steps in the development of college' AMPs.

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. All reports pertaining to the college AMP must be ready for transmittal to the College Dean by the middle of fall quarter.

Curriculum Committees

The college curriculum committee reviews the current college AMP and the proposed curriculum proposals and makes recommendations to the Dean. The committee's recommendations on curriculum proposals are to be submitted to Deans early in the winter quarter.

Deans

Each Dean reviews recommendations from the college curriculum committee regarding department program reviews, requests for new programs, and the resource base, updating the college AMP. The college's revised AMP, with the Dean's recommendations for action, must be forwarded to the Office of Academic Programs by the middle of winter quarter. The Dean should include evidence of demand surveys and other supporting documentation with each proposed entry for the master plan, as well as evidence of interdepartmental consultation in cases of new degree program proposals at the second stage of approval.

Associate Vice President for Academic Programs

The Associate Vice President for Academic Programs reviews all AMPs and refers them to the Academic Senate for review. This should occur in the late winter and spring, and be completed sufficiently early for the Senate to conclude their work by the end of August.

Academic Senate

The Academic Programs Committee of the Senate reviews AMP 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.

President

The President reviews the Senate's recommendations on all AMP matters, and amends as necessary. The Associate Vice President for Academic Programs prepares the updated campus AMP and final report and forwards it to the Chancellor's Office.

Associate Vice President for Academic Programs

The Office of Academic Programs forwards curriculum proposals for new degree programs already on the Academic Master Plan to the Chancellor's Office for review and approval on an on-going basis throughout the year as proposals receive approval at all campus levels.

Proposals for new AMP entries are sent to the Chancellor's Office in the fall. The Chancellor's Office will forward proposals to the California Postsecondary Education Commission (CPEC) for that agency's review and comment as appropriate. Currently, those programs that need Chancellor's Office approval (cf. Executive Order 602) include: all programs in Agriculture, Architecture and Environmental Design, Computer Science, Engineering, Health professions, Library Science, Hospitality Management, Radio-television, Communications Media, Art (Studio Performance), Music (Performance), Theatre Arts (Performance), Dance, Applied Design, Cinematography, Photography, Social Work, Public Affairs, and Theology.

Comment [aly14]: I only forward proposals in January. Should I be forwarding proposals as soon as the President approves?

NEW PROGRAM DEVELOPMENT

Types of Degree Programs

Undergraduate Programs

An undergraduate major must consist of no fewer than 54-quarter units in major requirements. These units shall include at least 15 units of 100- and 200-level courses. 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.

S. 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 Arts²⁴

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 Bachelor of Arts (BA) degree requires a minimum of 180 quarter units with at least 60 units in upper division coursework. The BA will contain a minimum of 36 units of courses within the major, of which at least 18 must be upper division.

Bachelor of Science²⁵

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 (BS) degree requires a minimum of 180 quarter units with at least 60 units in upper division coursework. The BS will contain at least 54 quarter units of courses in the major, of which at least 27 must be upper division.

Comment [aly15]: Should this be 36 because of the BA program?

²⁴ Title 5 CCR S. 40500

²⁵ Title 5 CCR S. 40501

Bachelor of Fine Arts²⁶

The Bachelor of Fine Arts (BFA) degree requires a minimum of 180 quarter units. The BFA will contain at least 105 quarter 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 Architecture²⁷

A Bachelor of Architecture (BAarch) degree requires a minimum of 180 quarter units. The BAarch will contain at least 67 quarter units of courses in the major, of which at least 40 must be upper division.

Graduate Programs²⁸

A master's degree program will consist of a minimum of 45 quarter units of approved graduate work completed within a maximum of seven years. An extension of time beyond the limit of seven years may be granted by the Associate Vice President for Academic Programs if warranted by individual circumstances, and if the outdated work is validated by examination or other demonstration of competence as may be prescribed.

T. Not less than one-half of the units required for the master's degree shall be in courses organized primarily for graduate students. No course in teaching methods or directed teaching may be included in a master's degree program. Not more than nine quarter units shall be allowed for a thesis or project.

Master of Arts

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 Arts programs must consist of a minimum of 45 quarter units.

Master of Science

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. Master of Science programs must consist of a minimum of 45 units.

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 Degree²⁹

The Doctor of Education degree (EdD) 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

²⁶ Title 5 CCR S. 40506

²⁷ Title 5 CCR S. 40505

²⁸ Title 5 CCR S. 40510

²⁹ Title 5 CCR S. 40511

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.

Blended Programs – Undergraduate

Recent changes in credentialing regulations now allow students to enroll in a program that allows them to earn their bachelor's or master's degree while concurrently satisfying the requirements for the teaching credential. This allows the University to put students on a fast track to achieving certification as public school teachers in California.

U. While working toward a bachelor's degree goal, students can begin fulfilling the requirements for a teaching credential. Students will then not need a full year after graduating to complete these requirements. These programs are intended to blend content and pedagogy in the preparation of teachers to enable students to complete both their degree and credential requirements within four to five years for undergraduate programs.

V. The unit distribution for blended programs shall consist of the minimum requirements as stated above for undergraduate degree programs and, in addition, coursework required by the California Commission of Teacher Credentialing for a teaching credential.

W. Whereas completing a bachelor's degree is still part of the requisite to obtain a teaching credential, the content of some courses can meet, at the same time, discipline subject matter for the bachelor's degree and pedagogy and standards in teaching methodology. Through blending the two programs, the total number of units required for the degree and the credential may be reduced. Completing a bachelor's degree remains a requirement for obtaining a credential.

Procedures for Establishing New Degree Programs

The CSU Board of Trustees adopted a resolution in July 1997 authorizing three alternatives for establishing new degree programs. The current 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. However, 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.

X. Some experimentation in the planning and offering of academic programs is part of the CSU tradition (e.g., pilot external degree programs, MFA in Cinema). The Trustees have authorized a limited number of pilot programs which campuses may establish without prior approval of the Chancellor's Office or CPEC. 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 CPEC, and approval by the CSU Board of Trustees 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 have the new degree program placed on both the CSU and the Cal Poly Pomona Academic Master Plan. The second step, which could occur concurrently or a year later, is the submittal of the curriculum for approval. Once the proposal and the curriculum have both been approved, catalog copy should be submitted according to the due dates listed in the Schedule of Activities and Deadlines.

Fast-track Process^{30, 31}

Y. The concept of this process is a fast-track program that can be approved and implemented within one year from the time a campus first proposes that program, instead of the current two- to three-year time lag between proposal and implementation. A department may submit an implementation proposal for a new degree program that is not already projected on the campus Academic Master Plan if it meets specific criteria. It will be reviewed just as if it were a second-phase implementation proposal in the two-phase process. It is expected that fast-track proposals that are submitted to the Chancellor's Office by the first Monday in January and which raise no major issues will be acted on by the Board of Trustees in March and receive full approval in July. Those that are submitted by the second Monday in June and raise no major issues will be acted upon by the Board in September and receive full approval in December.

Z. A program may be placed on the fast track only if:

it 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;

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;

it can be adequately housed without a major capital outlay project;

it is consistent with all existing state and federal law and trustee policy;

it is a bachelor's or master's degree program;

the program has been subject to a thorough campus review and approval process.

Timelines for Fast-Track Approval

	<i>Campus activity</i>
End of December	Proposal to Chancellor's Office
March	Board of Trustees' approval
July	Chancellor's Office approval
August	Implementation

AND

	<i>Campus activity</i>
Early June	Proposal to Chancellor's Office
September	Board of Trustees' approval
December	Chancellor's Office approval
February	Limited implementation

³⁰ Chancellor's Office Procedures for Fast-Track Degree Programs

³¹ AS-1076-989/AP, Guidelines for Submitting Master Plan Entry Proposal

Spring	Program description in campus catalog
August	Full implementation

Pilot Programs³²

AA. The Trustees may authorize the establishment of a limited number of degree programs under the following conditions:

A pilot program shall be authorized to operate only for five years. If no further action is taken by the end of five years, no new students may be admitted to the program. (The campus is obliged to make appropriate arrangements for students already enrolled in the program to complete it.)

A pilot program may be converted to regular-program status and approved to continue to operate indefinitely if the following conditions are met:

- a. The campus commits the resources necessary to maintain the program beyond five years;
- b. A thorough program evaluation (including an on-site review by one or more experts in the field) shows the program to be: of high quality, attractive to students, and produce graduates attractive to prospective employers and/or graduate programs, as appropriate;
- c. Approval by the board of trustees and the Chancellor shall be required after review and comment by the Chancellor's Office and CPEC.

A program may be established as a pilot program only if it meets the criteria for fast-track programs.

BB. Prior to implementing a pilot program, the Associate Vice President for Academic Programs must notify the Chancellor's Office, Office of Academic Program Planning, which will formally acknowledge the program, assign a HEGIS code, and inform CPEC. The notification should be accompanied by the catalog copy describing the pilot program.

CC. Departments must seriously consider the practicality and potential for endurance of a program before proposing a pilot program. Keep in mind that each campus is entitled to one or two pilot programs every 2-3 year period. Campus endorsement of pilot programs will be limited.

GUIDELINES FOR SUBMITTING ACADEMIC MASTER PLAN ENTRY PROPOSAL

New Program Prospectus³³

A new program prospectus of one to two pages should be submitted for newly proposed programs. The prospectus should tell why the program is being proposed and the anticipated student demand (survey statistics). It should also include a statement about how the newly proposed program fits within the campus strategic plan. If a professional program is involved, the statement should summarize evidence of the need by industry and business for graduates with this specific educational background. If the new degree program is currently offered as an option, the summary should include a brief rationale for the conversion. If the new program is not commonly offered as a bachelor's or master's degree, the summary should provide a compelling academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major which has potential value to students. If the proposal does not appear

³² Chancellor's Office Procedures for Pilot Degree Programs

³³ AA-2004-39 Request for Update of Academic Plans

to conform to the Trustee policy calling for “broadly-based programs,” an explanation should be provided.

Resource Assessment

An indication of the kind of resource assessment used by the campus in deciding to place the program on the academic master plan should be provided. This could be a Cost/Benefit Ratio analysis, an analysis of FTE generation in terms of deployment of faculty within the department or college, or a comparable analysis. The type of analysis used should provide objective criteria for judging the cost or benefit of the program vis-à-vis the mission of the department (and college or university, as appropriate). If additional resources are required, an indication of commitment to secure them, as well as evidence that curriculum committees were aware of the source of resource support when they endorsed the proposal, should be included.

Trustee Guidelines³⁴

The following is a summary of academic planning policies adopted over time by the Board of Trustees:

1. Curricula reflect the needs of students and the state.
2. The foundation program for all campuses in the system consists of the liberal arts and sciences, business administration and teaching.
3. Programs in applied fields and professions other than those above are to be allocated within the system on the basis of (1) the needs of the state; (2) the needs of the campus service area; and (3) identification of employment opportunities.
4. Curricula in the applied fields and professions are to be located in a system-wide pattern which will achieve an equitable and educationally sound distribution of programs throughout the state.
5. While all colleges may wish to offer the same programs, the Trustees exercise great selectivity in the final approval of new curricula.
6. Specialized, high cost programs are to be allocated on the basis of review and study of the individual subject area.
7. Degree programs are to be broadly based and of high academic quality.
8. Unnecessary proliferation of degrees and terminology is to be avoided.
9. Formal reviews of existing curricula are to be conducted by each campus.

Additional Guidelines³⁵

The criteria listed below have been recommended by the CSU Chancellor’s Office for each program projected on the Academic Master Plan and *must be specifically addressed in all AMP entry proposals*.

1. Is this an online program?
2. A brief summary of the purpose and characteristics of the proposed degree program. (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.)
3. How the program fits into the campus mission and strategic plan

³⁴ CSU Trustee Policy on Academic Program Planning

³⁵ AA-2010-31 Request for Trustees Reports: Academic Plans, Program Review, Bachelor’s Units Required, Accreditation Updates, Total Program Counts

4. Whether the program is offered through state support or special sessions
5. Anticipated student demand
6. Workforce demands and employment opportunities for graduates
7. Other relevant societal needs
8. An assessment of the required resources and a campus commitment to allocating those resources
9. And, as applicable:
 - a. If the projection is a pilot program, also list the academic years during which the program will operate in pilot status.
 - b. If the projected program is now offered as an option, concentration, or emphasis, provide a brief rationale for elevation to a full degree program.
 - c. For new degree programs that are not already offered in the CSU, please provide a compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree program that has potential value to students and meets CSU requirements for an academic program at the undergraduate or graduate level.

DD.

EE. In some areas, program development is limited or guided by CSU system or CPEC policy. Subjects where there are specific policy guidelines include Agriculture, Architecture and Environmental Design, Computer Science, Engineering, Fine and Applied Arts, Health Professions, Home Economics, Library Science; and Industrial Arts and Technology and Vocational Education. "Guidelines for Breadth in New Bachelor's Degree Majors" (EP&R 85-13) and "Definitions of Graduate Level Instruction" (EP&R 82-39) should also be consulted in the preparation prospectus for new programs.

FF. Questions about these policies may be directed to the Office of Academic Programs.

GUIDELINES FOR SUBMITTING AN IMPLEMENTATION CURRICULUM PROPOSAL³⁶

GG. A campus, in accordance with its approved academic master plan, shall submit detailed proposals for new degree major curricular programs to the CSU Office of Academic Program Planning for review and approval in the academic year preceding projected implementation. 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.

Departments should follow the format below, point by point, addressing each area specifically.

1) Program Type: (Please specify any from the list below)

- ✓ State-Support
- ✓ Self-Support

³⁶ Chancellor's Office Proposing New CSU Degree Programs Bachelor's and Master's Levels Offered through Self-Support and State-Support Modes

- ✓ Online Program
- ✓ Fast Track
- ✓ Pilot
- ✓ Pilot Conversion
- ✓ Conversion of Self-Support to State-Support Program
- ✓ Elevation of Option or Concentration to a Full Degree Program
- ✓ New Program
- ✓ Proposal Revision (updating a previously reviewed proposal)

2) Program Identification:

- a. Campus
- b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts in History).
- c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.
- d. Term and academic year of intended implementation (e.g. Fall 2012).
- e. Total number of units required for graduation. This will include all requirements, not just major requirements.
- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree program. Identify the unit that will have primarily responsibility.
- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.
- h. Statements from the appropriate campus administrative authorities that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. (CPEC “Appropriateness to Institutional and Segmental Mission”)
- i. Any other campus approval documents that may apply (e.g. curriculum committee approvals).
- j. Please specify whether this proposed program is subject to WASC Substantive Change review. The campus is required to either attach a copy of the WASC Sub-Change proposal or submit that document in lieu of the CSU proposal format.
- k. Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Code.

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the systemwide list at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls, you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

3) Program Overview and Rationale:

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. (CPEC “Appropriateness to Institutional and Segmental Mission”)
- b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

4) Curriculum:

- a. Goals for the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.
- b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. (CPEC “Maintenance and Improvement of Quality”)
- c. Total number of units required for the major.
- d. Include a justification for any baccalaureate program that requires more than 180-quarter units.
- e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If you do not find an appropriate CSU degree program code at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls, you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to help identify the code that best matches the proposed curriculum.
- f. A list of all courses required for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.
- g. List of elective courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.
- h. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For

graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.

- i. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.
- j. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.
- k. For master's degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.
- l. Admission criteria, including prerequisite coursework.
- m. Criteria for student continuation in the program.
- n. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.
- o. If there is a Lower-Division Transfer Pattern (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <http://www.calstate.edu/AcadAff/ldtp.shtml>
- p. Advising "roadmaps" that have been developed for the major.
- q. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Accreditation Note:

Master's degree program proposals

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree major program.

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

5) Need for the Proposed Degree Major Program

(CPEC "Societal Need," "Number of Existing Programs in the Field," and "Advancement of the Field")

- a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.
- b. Differences between the proposed program and programs listed in Section 4a above.
- c. List of other curricula currently offered by the campus that are closely related to the proposed program.

- d. Community participation, if any, in the planning process. This may include prospective employers of graduates.
- e. Applicable workforce demand projections and other relevant data.
- f. If the program was proposed to meet society's need for the advancement of knowledge, please specify the need and explain how the program meets that need.

Note: Data Sources for Demonstrating Evidence of Need

- APP Resources Web <http://www.calstate.edu/app/resources.shtml>
- US Department of Labor, Bureau of Labor Statistics
- California Labor Market Information
- Labor Forecast

6) Student Demand (CPEC "Student Demand")

- a. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.
- b. Issues of access considered when planning this program.
- c. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.
- d. Professional uses of the proposed degree program.
- e. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

7) Existing Support Resources for the Proposed Degree major Program
(CPEC "Total Costs of the Program")

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master's degrees, include faculty publications or curriculum vitae.

Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff. (Code Memo EP&R 85-20)

- b. Space and facilities that would be used in support of the proposed program.
- c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).
- d. Existing academic technology, equipment, and other specialized materials currently available.

8) Additional Support Resources Required
(CPEC "Total Costs of the Program")

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.
- b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.
- c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.
- d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

REQUESTS FOR NEW OPTIONS, EMPHASES, AND MINORS

Each new option, concentration, special emphasis, and minor is subject to review and approval by the Office of the Chancellor unless it is exempted under the provisions of Executive Order No. 602, which delegates authority of approval to the Presidents.

HH. While some campuses may have unique definitions, for purposes of CSU system review an option, a concentration, and a special emphasis are all defined as an aggregate of courses within a degree major designed to give a student specialized knowledge, competence, or skill.

II. At Cal Poly Pomona, new minors and options require review by the Academic Senate and the President. In some cases (e.g. programs in Engineering, Computer Science, and Agriculture), off-campus review may be required by the Chancellor's Office and/or by CPEC or the Commission on Teacher

Preparation and Licensing. Approved catalog copy is to be submitted according to the Schedule of Activities and Deadlines.

Options

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 24-40 quarter units distinct from other options and is designed to give students capabilities substantially different than the other curricular alternatives. It is assigned a major code for purposes of tracking student enrollment, is listed on the student's transcript, and is an official academic label.

JJ. The curriculum display in the University Catalog shows courses as either Major (Core), Support, or General Education. Option courses will appear as a separate part of the major. 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 and, unlike majors, option programs cannot be declared impacted.

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

Emphases

An Emphasis (track, concentration, area of specialization) is an aggregate of courses within a major degree program designed to give students a specialized knowledge, competence or skill. Emphases are informal in nature and do not have any requirements in design. An emphasis is neither assigned a major code nor is it listed on a student's transcript or diploma. Emphases are generally used on a trial basis to assess viability of a formal option in the future.

Minors

A Minor is a formal aggregate of courses designed to give students a specialized knowledge, competence or skill in a designated subject area distinct and outside the student's degree major, consisting of 24 or more quarter units of which 12 must be upper division.³⁷ A minor may be sponsored by an academic unit (a department or college) or a collection of academic departments (interdisciplinary). 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 EMPHASES, OPTIONS, AND MINORS

LL. Under Executive Order 602, campus presidents have delegation of authority to approve options and minors under an established degree program. Upon receiving the President's approval of such proposals, activities will begin for their implementation effective the following Fall Quarter. Since emphases are informal in nature, they do not need approval at the Chancellor's level.

Give the name of the department submitting the request, the full and exact title of the proposed aggregate of courses, and whether it is an option, emphasis, or minor.

Provide the full and exact title of the degree major program under which the aggregate of courses will be offered, where applicable.

List options, or special emphases already existing under the degree major program for which the new aggregate of courses is proposed.

³⁷ AS_1086-989/AP – Limits of Unit Overlap: Second Bachelor's, Second Master's, and Minors

Give the name of the department, or collection of departments, offering the aggregate of courses.

State the aims of the proposed aggregate of courses.

Justify the need for the proposed aggregate of courses.

List courses by catalog number, title, and units of credit as well as the total units to be required under the proposed aggregate.

List courses by catalog number, title, and units of credit as well as the total units to be required for the major in which the proposed aggregate of courses is to be included.

List new courses to be developed. Include proposed catalog descriptions.

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.

Describe additional instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses. List all resources needed for the first five years beyond those currently projected, including specific resource, cost, and source of funding.

MISCELLANEOUS CURRICULUM PROPOSALS

Miscellaneous Curriculum Changes are changes that do not involve general education and are not a significant change to a program. Such changes may include additions or deletions of courses (other than GE), changes in course title, catalog number, course description, or course enrollment requirements (e.g. prerequisites and/or corequisites). Miscellaneous program changes that are minor but may affect other programs require consultation.

Changes that are internal to a department or college, often of an editorial nature, do not require consultation. Such changes may be made on the Summary of Curriculum Changes form found in the Appendix of this guide. They do not require approval from any body, and may also be included on catalog copy to be implemented the following year.

CHANGES TO A MAJOR IN DEPARTMENTAL CURRICULUM

Changes to a major occur when a department decides to change the core requirements or the support coursework, or to modify options, concentrations, emphases, or career tracks. Changes to minors also fall under this category. The intent and degree of change is important. If the intent is only to modify an existing program to bring it more clearly in line with departmental goals, then these changes can be considered as “Miscellaneous Proposals” although outside consultation may be required if the changes affect other departments. However, if the intent is to change or create a new direction, then the changes must be considered an “Academic Master Plan Proposal.”

PROGRAM NAME CHANGES

Name Change of a Plan (*Major or Minor*) or Subplan (*Option*)

This change may be proposed at any time, but will be implemented when the catalog is updated. The levels of review are as follows:

- Department
- College Dean
- Associate Vice President for Academic Programs
- Academic Senate
- President
- Chancellor’s Office (final review and approval)

Implementation of approved changes must include a timetable for the retirement of the old name and the implementation of the new name.

PROCEDURE FOR PROGRAMMATIC REORGANIZATION, TRANSFER, MERGER, OR CANCELLATION³⁸

A. The transfer of an academic program (major, option, minor) from one administrative unit to another, the merger of several academic programs, or the discontinuance of an academic program may be initiated at any level. A proposal to consider such a change shall be submitted in writing to the Senate via the Department Chair, College Curriculum Committee, College Dean, and the Office of Academic Programs.

³⁸ AS-2216-067/AA Clarification of the Formation, Dissolution, Merger, or Movement of an Academic Department (Resubmitted)

B.

C. Department faculty shall consider the potential impact on majors and other students, faculty, and resource allocations, and make a recommendation to the Department Chair. It is especially critical that interdepartmental consultation and inter-college consultation be carried out when appropriate. Proposals which fail to document or to carry out consultation will not be approved. *All such consultation must be documented in writing.*

D.

For discontinued programs, the department must develop a plan, taking into account a possible reduction in offerings, whereby affected students can continue with a reasonable course plan leading to their degrees. Other than the fall quarter, only upper division transfer students will be admitted to the discontinued program. Freshmen may need counseling to change majors, but transfer students may be able to complete degree requirements within the time frame set by the department. Alternative plans that would allow students to continue with reasonable course plans leading to their degrees should be identified. The plan will include:

- the date after which no new students shall be admitted to programs being discontinued
- the date after which program shall be ended
- the date after which students shall be allowed to change into new programs
- the date after which students shall be admitted into new programs

E. It will be the responsibility of academic departments to inform students currently enrolled in a discontinued program, as well as students who have recently applied for admission to the program.

F. Academic Programs shall forward approved requests to the on-campus offices of Admissions, Registrar's Office, and Institutional Research, Assessment, and Planning, and to the Chancellor's Office.

G.

GUIDELINES FOR THE PREPARATION OF

i. CATALOG COPY

ii.

- iii. The curricular process includes any action that affects a department's academic programs. Correspondingly, all activities that are part of the curricular process are considered part of catalog development. Included are simple curricular matters, such as catalog editorial changes, and complex matters, such as the development of a new degree program. Curriculum changes are reflected in BroncoDirect (PeopleSoft) as well as in the on-line and printed catalog.
- iv. Catalog copy for Academic Master Plan revisions, new GE courses, and miscellaneous curriculum changes are submitted by the initiating department or college to the Office of Academic Programs in the fall quarter following approval of the courses. Changes that are editorial in nature and do not affect the students of other departments or colleges are submitted by the initiating department to the Office of Academic Programs in the fall quarter without first going through a review process.

v. PROCEDURE FOR SUBMITTING CATALOG COPY

- 2) Approved changes must be submitted on hard copy (paper) only. Corresponding catalog sections may be downloaded from the web and annotated with approved changes. Please be certain to download from the files for the catalog currently in use.
- 3) A red ball-point pen should be used. The copy should be as clean as possible.
- 4) If additions, changes, or corrections are extensive - more than just a few words – they should be typed as an insert (Insert A, Insert B, etc.) and attached to the corresponding catalog page. Each insert and its location in the catalog should be clearly identified. Inserts should immediately follow the page(s) where corrections are to be made. Please provide inserts electronically in MS Word format.
- 5) Catalog copy for each department within a college must be transmitted in separate packages to the Office of Academic Programs.
- 6) All final copy must be carefully proofread before it is submitted.

Comment [aly16]: I would prefer if it came in one package with each department separate from the other.

i. FORMAT FOR SUBMITTING CATALOG COPY

ii. INTRODUCTION

- iii. Review and update the list of faculty and the general description of the department.
- iv.

v. MAJOR SECTION

- vi. The curriculum display in each major section must show two categories: Core and Support. Within those categories, clearly indicate those courses that are required and those that are elective. There also may be an additional category for Unrestricted Elective courses.
- vii. Any required GE classes must be listed as support courses.
- viii. Options are to be listed as separate, identifiable units within the major course section.

ix.

x.

xi.

xii. COURSE DESCRIPTIONS

- xiii. The inserts should follow catalog format style (course display, titles, narrative).

Comment [aly17]: I don't know what course displays mean. Should I change this to 'subject area, catalog number, course title, units, course description, etc.)?'

- xiv. Descriptions should exclude complete sentences and redundant, self-obvious expressions (“the course will,” “an analysis of the history,” “survey,” “overview,” etc.).
- xv. Descriptions should be limited to 40 words, excluding enrollment requirements and description of course format (i.e., 4 hours lecture-discussion).
- xvi. The description of the component by which the course is taught must be consistent with C/S number.
- xvii. Enrollment requirements (e.g. prerequisites and/or corequisites) must be clearly stated.
- xviii. Limitations and special conditions must be clearly and correctly stated (e.g. Total credit limited to 4 units, with a maximum of 2 units per quarter).
- xix.
- xx. NOTE: If *Consent of Department/Instructor* is the only prerequisite, students will only be able to register with a permission number issued by the academic department/instructor. If an enrollment requirement and *Consent of Department/Instructor* are 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 from the academic department/instructor.
- xxi.

xxii. GENERAL EDUCATION
COPY

- xxiii. Approved changes must be made in both the department section and in the general education section of the catalog relevant to department course offerings.

xxiv.

xxv. FACULTY AND
ADMINISTRATIVE STAFF
DIRECTORY

- xxvi. Only the following classifications may be listed.
- xxvii. Administrative employees with Management Personnel Plan appointment.
- xxviii. Emeriti.
- xxix. Full-time, tenure-track faculty: Assistant Professor, Associate Professor, Professor.
- xxx. Full-time staff employees in professional classes at the level of Administrator I, Student Services Professional III, or above.

REVISION OF CURRICULUM SHEETS and ROADMAPS

23) 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. *If a curriculum sheet or roadmap requires no change, a memorandum to that effect is required.*

24) Graphic Communication Services will accept these materials from the Office of Academic Programs only, not directly from any college or department. When the revised curriculum sheet or roadmap is approved for printing, Graphic Communication Services will request orders from individual departments.

CURRICULUM SHEETS

25) 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).

26) Coordinators should annotate corrections (not retype) on a current curriculum sheet using red ink only. Annotated curriculum sheets should be sent to the Office of Academic Programs by the deadline indicated on the Schedule of Activities and Deadlines. Departments may submit a camera-ready copy to print on the back of curriculum sheets. This copy may contain a description of emphasis areas in the major, suggested elective courses, or critical information about degree requirements specific to a particular major. Any curriculum information that is submitted as camera-ready copy must be officially approved through the normal campus consultative process.

27) Please refer to the Appendix in this guide for a curriculum sheet sample.

ROADMAPS

28) Roadmaps are a major-specific advising tool for faculty and students to use in mapping out a personalized quarter-by-quarter 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, taking into account enrollment requirements and schedule restrictions, and may use roadmaps to assist in planning course offerings.

29) University-designed roadmaps are online linked to the corresponding curriculum sheet at <http://www.csupomona.edu/~academic/sheets/>. Please refer to the Appendix in this guide for a road map sample.

TWO-YEAR SCHEDULES

Two-year schedules offer students the opportunity to plan a roadmap ensuring that courses are entered in the quarters in which they will be offered. These schedules display a quarter-by-quarter matrix of classes

revised 07/26/10

offered by a department for a two-year period. Course offerings are dependent on student demand, instructor availability and are contingent upon funding.

University-designed two-year schedules are online at <http://www.csupomona.edu/~academic/sheets/>.