

Curriculum Development Guide

2024-25

OFFICE OF ACADEMIC PROGRAMS

Revised 9/4/2024



TABLE OF CONTENTS

Curriculum Development At-A-Glance	4
Contacts	4
Figures	4
Tables	4
1. THE UNIVERSITY CATALOG	5
Non-Consultation Processes: Pre-Catalog Edits, Roadmaps, and Curriculum Matrices	6
Pre-Catalog Edits	7
Roadmaps	7
Curriculum Matrices	8
Consultation Processes: the Curriculum Cycle	8
Department Responsibilities	9
College Responsibilities	10
University Responsibilities	11
Resolution of Impasse	13
Curricular Exceptions	14
2. PREPARING COURSE PROPOSALS: MAJOR, SERVICE	15
ECO Modification Guidelines	15
COURSE DESIGN	17
Subject Area Abbreviations	17
Lower Division Coursework	17
Upper Division Coursework	17
Graduate Level Coursework	18
Restricted Catalog Course Numbers	18
Course Suffixes	20
Course Classification (C/S) Number	20
3. PREPARING COURSE PROPOSALS: GENERAL EDUCATION	21
GE Meaning and Purpose	21
GE Student Learning Outcomes	22
CAL POLY POMONA GENERAL EDUCATION - UNIT DISTRIBUTION	23
FRAMEWORK AND GUIDELINES FOR GENERAL EDUCATION	24
AREA A ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING (9 SEMESTER UNITS)	24
AREA B SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING (12 SEMESTER UNITS)	25
AREA C ART AND HUMANITIES (12 SEMESTER UNITS)	26
AREA D SOCIAL SCIENCES (12 SEMESTER UNITS)	27
INTERDISCIPLINARY GENERAL EDUCATION (IGE)	30
GUIDELINES FOR GE SYNTHESIS COURSES	30
UPPER DIVISION SYNTHESIS COURSES	30
Graduation Requirement: American Institutions	36

Graduation Requirement: University Writing Requirement (UWR)	38
4. PREPARING ACADEMIC PROGRAM PROJECTIONS FOR THE CSU AMP	41
PROCEDURES FOR ESTABLISHING NEW DEGREE PROGRAMS	41
Traditional Process	43
Fast-Track: Combined Projection and Proposal Process	44
Pilot Programs	45
Delayed Projected Programs	46
After CSU Board of Trustee Approval.....	46
5. PREPARING ACADEMIC PROGRAM PROPOSALS	47
Adding New Program Proposal.....	48
Adding New Options.....	49
Adding New Emphases.....	50
Adding New Minors.....	51
Adding Academic Credit Certificate Programs.....	51
Fundamental Certificate Program	52
Advanced Certificate Program	53
Adding Blended Bachelor’s and Master’s Degree Program	53
Elevate Option to Full Degree.....	54
Program Name Change / CSU Degree Program Code Change.....	55
Converting Pilot Program to Regular Program	55
Discontinue / Move Program / Option / Minor / Emphasis / Certificate / Credential	56
Adding Self-Support Counterpart of Approved State-Support Degree Programs	57
Converting Program from Self-Support to State Support.....	57
Implementation of Completed Proposals	58
6. ASSOCIATE DEGREE FOR TRANSFER (ADTs)	59
How to accept an ADT.....	59
Appendix A: ECO Guide	60
Appendix B: Curriculum Exception Memos.....	69
Exception Memo Example.....	69
Appendix C: Types of Undergraduate Degree Programs.....	70
Bachelor of Arts (BA)	71
Bachelor of Science (BS).....	71
Bachelor of Fine Arts (BFA) and Bachelor of Music (BM)	71
Bachelor of Architecture (BArch).....	71
Appendix D: Types of Graduate Degree Programs	72

Master of Arts (MA).....72
Master of Science (MS)72
Professional Master’s Degree.....72
Doctor of Education Degree (EdD)73
Integrated Teacher Education Preparation Programs (ITEP)73
Dual Degree Programs74
Joint Degree Programs.....74
Culminating Experiences74

Curriculum Development At-A-Glance

CONTACTS

Role	Name	Email
Associate Vice President of Academic Programs	Laura Massa	lmassa@cpp.edu
Senior Curriculum Specialist and Lead	Ashley Ly	atly@cpp.edu
Faculty Director of Undergraduate Studies and General Education	Aaron DeRosa	amderosa@cpp.edu
Faculty Director of Graduate Studies	Salomon Oldak	soldak@cpp.edu

FIGURES

FIGURE 1: CURRICULUM MANAGEMENT SOFTWARE 6
 FIGURE 2: LEVELS OF CURRICULAR REVIEW 9
 FIGURE 3: CSU DEGREE PROGRAM PROPOSAL AND APPROVAL FLOWCHART 43
 FIGURE 4: DEGREE PROPOSAL WORKFLOW 49

TABLES

TABLE 1: ECO MODIFICATION TABLE 16
 TABLE 2: GVAR CERTIFICATION STANDARDS 40
 TABLE 3: PATHWAYS FOR NEW PROGRAM PROJECTIONS 41
 TABLE 4: CURRICULOG PROCESSES AND APPROVALS 47

1. THE UNIVERSITY CATALOG

The Cal Poly Pomona Curriculum Development Guide is a resource for faculty to prepare revisions to the University Catalog, including the addition of courses and programs to the CSU Academic Master Plan. The guide provides departments broader context for curricular decision-making and provides guidance on both planning curricular changes and navigating the process.

The **University Catalog** is the foundation on which all academic programming operates. As the contract that the university makes with a student, its accuracy is essential, and its timely revision and consultation is necessary for everything from class schedule building to registration, from orientation to graduation.

Coordinating catalog revisions is a team effort managed through the Office of Academic Programs (OAP) and includes partners across the University. OAP is responsible for maintaining both the curriculum and catalog management systems (**Curriculog** and **Acalog**) as well as the catalog and enrollment requirements in **PeopleSoft**. As a campus partner, OAP coordinates conversations between departments, colleges, the Academic Senate and its subcommittees, the Registrar's Office, Office of Admissions, the Office of Academic Planning, the Office of Assessment and Program Review, and the Bronco Advising Center. OAP also works with the Office of the President, the Chancellor's Office, and the WASC Senior College and University Commission (WSCUC) accreditor to ensure the university's academic programs are appropriately cataloged and accredited.

Curricular work falls into two broad categories:

***Non-Consultation Processes**, including pre-catalog edits, roadmaps, and curriculum matrices. These revisions do not require campus consultation (except for changes involving service courses¹) but must be reviewed by OAP and entered into the catalog, PeopleSoft, and academic planner. These are distributed to associate deans and chairs on the first day of Fall term and are due to OAP by the last day of Fall term. Pre-Catalog files and roadmaps are then posted to the [University Catalog](#).*

***Consultation Processes**, including the addition of courses, programs, name changes, and those processes described below. Such proposals go through multiple levels of review and consultation at the department, college, and university levels, and may require external approval from the chancellor's office, the Board of Trustees, and WSCUC. All Consultation Processes are managed in a Curriculum Management System (e.g., "Curriculog")*

A Catalog and **Curriculum Development Schedule of Activities and Deadlines Calendar** is released at the beginning of Fall with specific dates for managing these processes. Once curricular changes advance

¹ A service course is here defined as a course housed within a different discipline than the requesting program (e.g., a MAT course listed on a Business major).

beyond the college, OAP is responsible for the proposal until its final disposition. Each proposal is given an initial review, with the following questions in mind:

- Are the justifications stated for the proposal persuasive and in accord with CSU Title V provisions, CSU policies, and University policies?
- Have all the necessary review steps, including consultation, been completed?
- If the proposal is for a new degree, is the degree in the campus’s CSU Academic Master Plan? Is the proposal complete and contains all the necessary information for implementation?
- Is the language clear and grammatical?

After curricular changes are approved, they are handed off to the Office of Student Success (OSS) and the Registrar’s Office (RO) to be coded in PeopleSoft (e.g., the **Degree Progress Report [DPR]**) and students’ **Schedule Builder** and **Degree Planner** systems. These processes are largely manual, highly technical, and operate under a compressed timeline.

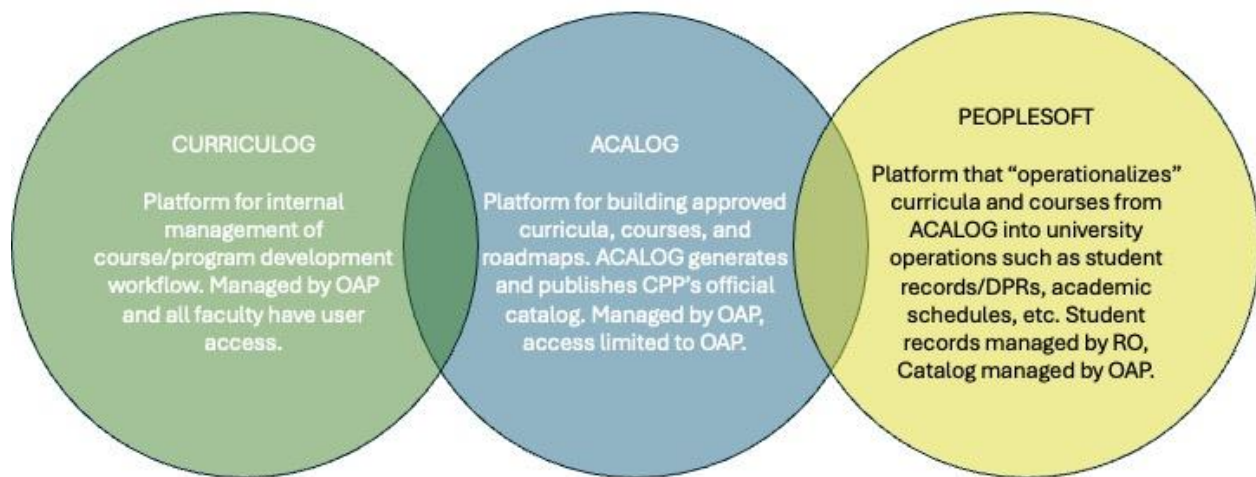


Figure 1: Curriculum Management Software

NON-CONSULTATION PROCESSES: PRE-CATALOG EDITS, ROADMAPS, AND CURRICULUM MATRICES

The Office of Academic Programs sends a **curriculum package** containing **pre-catalog edits** and **roadmaps** (word documents with locked track-changes) and assessment **curriculum matrices** at the beginning of the Fall term. The curriculum packages are emailed to Associate Deans and Department Chairs. Though the procedure for processing catalog edits may vary between colleges, typically:

- Departments review and propose changes to pre-catalog files, roadmaps, and curriculum matrices. Changes that may impact other colleges should go through emailed written consultation while the proposals are at the department level.
- The College Curriculum Committee (optional) and the dean’s office review the proposed changes. The dean’s office forwards the revised curriculum packages to the Office of Academic Programs.
- The curriculum packages are reviewed by the Office of Academic Programs.
- After the review of the curriculum packages, departments are sent gallery proofs, updated roadmaps, and curriculum sheets for final approval. Any additional curricular changes will not be accepted at this time.

The near-final draft of the catalog is published online prior to the start of fall registration for the catalog academic year (e.g., March 2023 for Fall 2024 registration); the posting date is subject to change. Modifications may be made to the near-final draft of the catalog to address any policy changes, approved GE courses, and/or approved academic master plan proposals prior to fall orientation. The final version of the catalog is published online prior to the start of orientation for incoming fall students.

Curriculum packages distributed	First day of Fall term
Curriculum packages due to OAP	Last day of Fall term
Near-final catalog	Mid-late Spring
Final Catalog	Early Summer

No revisions based on a curricular proposal can be made until final approval is granted by OAP.

PRE-CATALOG EDITS

Pre-catalog edit files are pulled from the University Catalog and provided to departments for revision at the beginning of Fall term. Departments making modifications to their curriculum—changing degree requirements, adding courses, etc.—submit these via the pre-catalog edit files. Addition of any course into the curriculum that is offered by another department requires an email acknowledgment from that department be forwarded to OAP. OAP will hold all proposals that fail to document this.

OAP reviews the curriculum alongside the catalog’s course list and relevant Curriculum proposals (e.g., new courses being reviewed). Catalog Proofs are then provided to departments for review before the near-final catalog is posted. For current curricula, please see the [University catalog](#) or [Academic Advising Tools](#).

ROADMAPS

Roadmaps are a major-specific advising tool designed for faculty and students to use when mapping out a personalized semester-by-semester study plan to ensure timely progress to degree. Roadmaps aid departments in communicating degree-related reminders and are the foundation for students’ schedule-building and academic planning tools that they engage with advisors. If a department revises their curriculum sheets, they should also update the roadmap to make any necessary changes.

Roadmaps can be found in the “Index of Roadmaps” in the [University catalog](#) or via [Academic Advising Tools](#).

Curriculum matrices are a visual representation aligning the program's courses with its student learning outcomes. They illustrate how the curriculum facilitates students' increasing sophistication of the knowledge, skills, and values of the program. They can help faculty identify if and when they are achieving the competencies necessary for their later coursework, the relevance of a course to the curriculum, and the relationship between courses.

Curriculum matrices should be edited to reflect changes to program course requirements (i.e. adding/removing courses). Beyond the curricular and pedagogical value of the Curriculum Matrix, these documents are important for assessment work, annual assessment reports, Program Review, and university assessment work.

CONSULTATION PROCESSES: THE CURRICULUM CYCLE

As a community of scholars, we have an obligation to respect each others' disciplines and consider a proposal's broad implications. Consultation is recommended in all cases in which a unit has reason to believe that another unit may have an interest in a curriculum proposal.² Please consult the chapters below as well as [Table 1: ECO Modification Table](#) and [Table 4: Curriculog Processes and Approvals](#) for details on what levels of consultation are necessary for any given proposal.

As soon as a department chair approves a proposal, it is open to all university faculty for consultation for 30 days (e.g., available in Curriculog).³ Senate policy places the responsibility on College Curriculum Committees and Associate Deans to ensure potential conflicts are resolved as early in the process as possible. Feedback on proposals may be submitted to those relevant committees or directly to OAP through the Senior Curriculum Specialist and Lead, Ashley Ly (atly@cpp.edu).

² AS-2263-078/AP Changes to Curriculum Procedure

³ AS-1114-990/AP – Revision of Consultation Policies

The **Senior Curriculum Specialist** and the **Faculty Director of Undergraduate Studies and General Education** meet yearly with College Curriculum Committees to provide updates on policies and procedures, clarify responsibilities, and answer questions. They serve as additional resources for curricular planning throughout the year.

Curriculum Coordinators and **Curriculum Committees** should be identified during the spring semester prior to the upcoming academic year or early fall semester of the same academic year. Department Chairs should inform College Deans of these appointments, which the Deans will forward to the OAP.

The review stages differ slightly depending on the proposal. Specific steps are laid out in Curriculog, but generally include those steps identified in Figure 2. The responsibilities for each stage of review are enumerated below.

DEPARTMENT RESPONSIBILITIES

Curriculum Committees and Chairs

The faculty in each department should use accepted department committee selection procedures to choose a Curriculum Committee and appoint a chair. Curriculum and course design require a breadth of expertise, and collaboration is valuable. Best practices include representatives that can speak to:

- Department scheduling (e.g., how a new course, requirement, or revision impacts faculty workload)
- Student advising (e.g., whether a student can understand their requirements, what courses create bottlenecks, and where inequities may arise)
- Disciplinary standards across the field and within the CSU, as well as industry and accreditor expectations
- University standards, practices, and policies, as well as cross-campus consultation as appropriate (e.g., GE or service courses)
- Assessment of program and student learning outcomes (e.g., in what classes are learning outcomes introduced, practiced, mastered, and assessed)

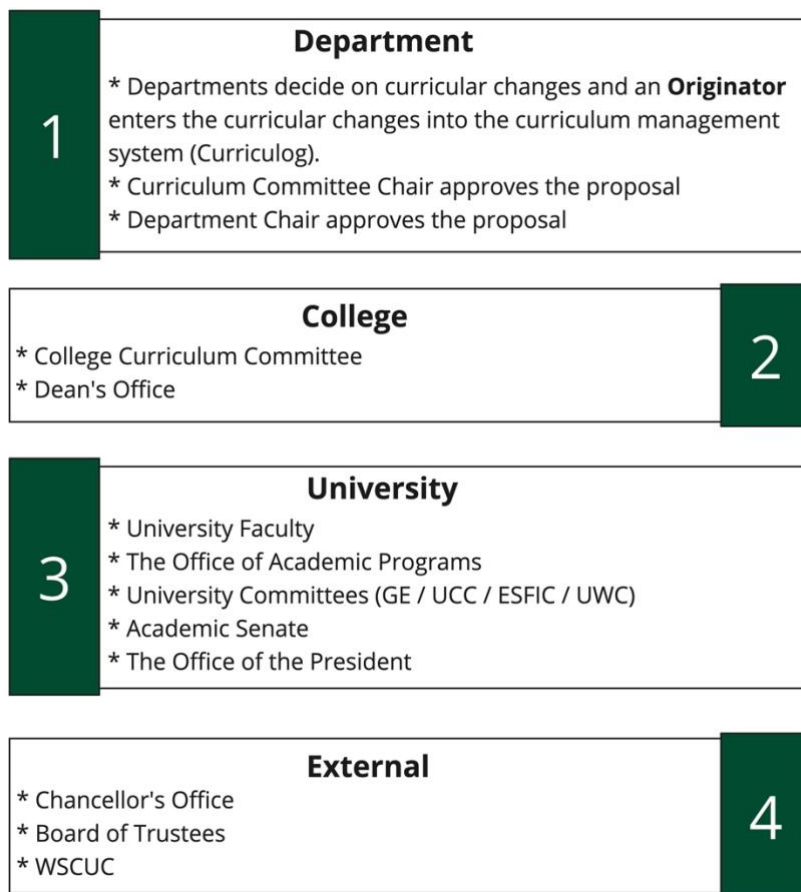


Figure 2: Levels of Curricular Review

- Representing all constituencies/subdisciplines within the department.

The primary responsibilities of the coordinator are to keep the department informed about all curriculum matters and to oversee the preparation of proposals, catalog copy, curriculum matrices, and roadmaps. The chair may be responsible for interdepartmental consultation regarding curricular changes, in consultation with the Associate Dean. In the curriculum management system, department curriculum committee chairs are responsible for approving or rejecting curricular changes after a proposal has been launched by an "originator."

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

COLLEGE RESPONSIBILITIES

College Curriculum Chair

The College Curriculum Chair shall serve as the coordinator of the College Curriculum Committee. The College Curriculum Chair works closely with Department Chairs/Curriculum Committee Chairs, appropriate Academic Senate Standing Committees, and the Office of Academic Programs. The College Curriculum Chair may be responsible for interdepartmental consultation regarding curricular changes and facilitating discussions between the College Curriculum Committee and departments within the college to resolve outstanding curricular issues. When an impasse arises, the matter should be referred to the Associate Vice President for Academic Programs for resolution.

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

Responsibilities of the College Curriculum Committee

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

Responsibilities of the Dean's Office

Associate Deans shall oversee the curriculum process for their college. Their responsibilities shall include:

- regular communication with the Department and College Curriculum Committees;
- advising Department and College Curriculum Committees about potential curriculum changes;
- determining whether consultation for a particular curriculum change should be conducted by the Department or the College Curriculum Coordinator;
- ensuring that all necessary consultation documents are in order before a curriculum proposal is submitted to the dean;

- conducting any necessary additional consultation;
- and reviewing the Curriculog website on a regular basis to monitor other college's proposals which may impact their college's curriculum.

Every college curricular proposal shall be submitted to the Dean or Associate Dean for approval or disapproval. The Dean or Associate Dean should announce a decision within 10-academic working days. The Dean or Associate Dean's approval shall be based on the determination that:

- the proposal is consistent with plans for the long-range development of the college,
- all resource implications of the proposal (teaching positions, space, equipment, supplies, staff) have been considered carefully,
- the College is prepared to support the department's proposal, including through allocation of necessary resources,
- any new programs, including programs offered at off-campus locations do not accept enrollment until the programs receive Chancellor's Office and WSCUC approval. Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office

The Dean or Associate Dean's report should include a recommendation (approval/disapproval), and a summary of proposed curricular changes for each department within their college.

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

As departments discuss curricular changes, they are strongly encouraged to work with their deans and college advisors early on in the process. Curricular changes incur both costs and benefits. All curricular changes need to be analyzed in terms of their impact on resources (including FTE generation) for the department and college as well as for other programs that may be impacted by the change. Such analysis must be a part of every curricular proposal. Changes that increase or reduce FTE generation or require new resources must be justified. New program proposals must include, as part of their curriculum package, a proposed program estimated resource report. Consider the following:

- Every unit added to a curriculum impacts faculty workload, a student's time-to-completion of degree, scheduling patterns, and classroom space.
- Every prerequisite added to a course impacts whether student can make timely completion to a degree.
- Every new program adds students to the department's responsibilities
- Restricted electives harm students' degree flexibility, create advising problems, and cannot be programmed in the Degree Progress Report

UNIVERSITY RESPONSIBILITIES

Responsibilities of the Office of Academic Programs (OAP)

The Office of Academic Programs shall receive and review all curriculum proposals to ensure that consultation has been completed and that due process has been followed. As appropriate, the Office of

Academic Programs will then submit the proposals to the Academic Senate for forwarding to the appropriate standing committee, the University Curriculum Committee, or the WSCUC Accreditation Liaison Officer. All proposals should be approved to the Office of Academic Programs via Curriculog.

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

Responsibilities of the Academic Senate

Proposals that impact the university are sent to the Academic Senate Executive Committee, which then forwards these on to appropriate standing committees (see below). The **Academic Programs Committee** is a Standing Committee responsible for all program-level matters such as, but not limited to, program reviews, new or significantly modified program proposals, and the Academic Master Plan.⁴

The **General Education Committee** is a Standing Committee that oversees the implementation of all Executive Orders related to GE in all of their specified and applied dimensions, except where local exceptions have been obtained, and is responsible for all new, modified, and deleted general education course proposals.⁵

University Curriculum Committee (UCC)

The University Curriculum Committee (UCC) is composed of one representative from each college and related areas such as the Library and Articulation, and is chaired by the Faculty Director of Undergraduate Studies and General Education. 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 GE certification, identifies potential overlap and/or duplication of existing courses, and ensures that due process has been completed. The UCC's decisions shall be forwarded to the Executive Committee of the Senate on an annual basis.⁶

University Writing Committee (UWC)

The University Writing Committee (UWC)⁷ oversees the University Writing Requirement (UWR), commonly referred to as "GWAR," (Graduate Writing Assessment Requirement). The UWC shall consist of a Faculty Director or Coordinator with expertise in "Writing in the Disciplines" pedagogy who will serve as committee chair, the Composition Coordinator, one representative from each college, the University Library, a representative from the Office of Academic Programs, and a representative from the Office of Assessment and Program Review. It is recommended the University Writing Center Coordinator be included as well. The UWC's responsibilities include:

- Maintaining and developing GWAR certification standards and promoting best practices for writing instruction.
- Certifying courses as meeting GWAR standards.

⁴ Senate Bylaws, Article IV, Section 3B

⁵ Senate Bylaws, Article IV, Section 3E

⁶ AS-1107-990/AA – University Curriculum Committee

⁷ AA-008-223 – Graduation Writing Assessment Requirement

- Coordinating with campus partners to advance faculty development, student support, and assessment practices.
- Conducting regular reviews of courses and assessment data to ensure sound, equitable, and consistent practices.

Ethnic Studies Faculty Implementation Committee (ESFIC)

The Ethnic Studies Faculty Implementation (ESFIC) Committee oversees the implementation of ethnic studies general education courses. The committee reviews extended course outlines for GE Area F, provides recommendations to the EWS Department Chair, and offers consultation to departments developing proposals for cross-listed courses. In addition, the committee provides support for faculty professional development around teaching Area F courses and increasing faculty understanding of Ethnic Studies as a discipline.

RESOLUTION OF IMPASSE⁸

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:
 - Each Dean and Department Chair will prepare a position paper and submit it to the Associate Vice President for Academic Programs.
 - The Associate Vice President for Academic Programs will prepare a background document.
 - The background document, the position papers, and any supporting materials shall be forwarded for consideration, either to the University Curriculum Committee or to the Academic Senate.
- The University Curriculum Committee will typically review cases related to course conflicts not related to general education, decide and forward them to the Academic Senate Executive Committee.
 - The Academic Senate will review all cases related to general education course conflicts as well as conflicts between majors, minors, and options.

Any miscellaneous issues concerning curriculum proposals not covered by either of the two preceding processes shall be referred to the Academic Senate Executive Committee for handling in accordance with standard senate procedures.

⁸ AS-2360-011/AA Removal of “Resolution of Impasses” section from the University Curriculum Guide

CURRICULAR EXCEPTIONS

Programs may apply for curricular exceptions in cases where changes to policy or course offerings run counter to student/department success. Think of curricular exceptions like department-level petitions: they request specific and limited accommodations for a course or a program. These are usually related to course substitutions, requisite changes, or alternative program requirements. Curricular exceptions usually involve both short-term fixes for current students and long-term fixes to prevent the need for future exceptions (usually a change to curriculum, prerequisites, etc.). For specifics, please work with the **Faculty Directors for Undergraduate Studies or Graduate Studies**.

Beginning in Spring 2024, all curricular exceptions use [a digital "PolyDoc" approval form](#). Curricular exceptions can only be posted by department chairs or college deans/associate deans. The submitted form will then be reviewed by:

1. Office of Academic Programs
2. Office of Student Success
3. Office of the Registrar

After approval, the originator is notified and the exception is returned to Academic Programs for inclusion in the catalog (if applicable), PeopleSoft coding (if applicable), and advising documentation/platforms (if applicable).

See [Appendix B: Curriculum Exception Memos](#) for examples.

2. PREPARING COURSE PROPOSALS: MAJOR, SERVICE

All courses at CPP are cataloged via an **Expanded Course Outline (ECO)** that defines the characteristics of the course both in the catalog and in the classroom. The ECO is a resource for instructors, departments, and the university to prepare a course, provide consistent and equitable instruction to students, and to assess student learning. [The ECO database is now searchable on Academic Program's Curriculum Development site.](#)

Major/Service courses: Course proposals should be submitted for the development of new courses ([Curriculog Approval Process A](#)), the deletion of existing courses ([Curriculog Approval Process B](#)), and modifications of any kind to existing courses ([Curriculog Approval Process A](#)).

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

Additional consultation at the university level may be required for:

- **University Curriculum Committee** for new course, significant modification of course, and/or deletion of service course proposals
- **GE Committee** for new course, significant modification of course, and/or deletion of courses that are certified for the GE program.
- **Ethnic Studies Faculty Implementation Committee (ESFIC)** for new course, significant modification of course, and/or deletion of courses cross-listed in Ethnic Studies for Area F.
- **University Writing Committee** for new course, significant modification of course, and/or deletion of courses identified as writing-intensive to satisfy the University Writing Requirement (UWR)
- **Oral Communication** and **Written Communication Coordinators** for courses in GE Areas A1 and A2.

MAJOR / SERVICE COURSE PROPOSAL TIMELINE

ECO due to OAP	Early November
Review by UCC	Late Fall
Entered into catalog	Late Fall, early Spring

CURRICULOG REVIEW STEPS

- Originator
- Department Chair
- College Curriculum
- College Dean
- University Faculty
- UCC / UWC
- OAP

ECO MODIFICATION GUIDELINES

Revisions to courses fall into one of four categories: New, Deleted, Minimally Modified, or Significantly Modified. As departments prepare revisions, please consult the table below to determine the appropriate process.

Table 1: ECO Modification Table

ECO Category	Minimally Modified	Significantly Modified	New*
Subject Area		<input checked="" type="checkbox"/>	
Catalog Number	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> (LD to UD, UG to Grad, and vice versa)
Cross-listed Course	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> (adding a new cross-listing)
Dual-listed Course	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> (adding a new dual-listing)
Formal Course Title	<input checked="" type="checkbox"/>		
Unit(s)		<input checked="" type="checkbox"/>	
C/S Classification		<input checked="" type="checkbox"/> C/S classification without changing component (e.g. 01 changed to 04, 05 changed to 06, 15 changed to 16, 25 changed to 36)	<input checked="" type="checkbox"/> C/S classification AND component (e.g. lecture/seminar (01-06) vs. activity (07-15, 18-22) vs. laboratory (15-17) vs. supervisory (23-25, 36, 48))
Grading Basis	<input checked="" type="checkbox"/>		
Repeat for Additional Credit	<input checked="" type="checkbox"/>		
When Offered	<input checked="" type="checkbox"/>		
Course Description	<input checked="" type="checkbox"/>		
Requisites (Co-, Pre-, or concurrent)	<input checked="" type="checkbox"/> Updating courses with requisites	<input checked="" type="checkbox"/> Adding new requisites to courses without existing requisites	
Course Note(s)	<input checked="" type="checkbox"/>		
IV.A. Course Learning Outcomes (CLOs)	<input checked="" type="checkbox"/>		
IV.B. Program Learning Outcomes (PLOs)	<input checked="" type="checkbox"/>		
V. Instructional Materials	<input checked="" type="checkbox"/>		
VI. Specialized Student Materials	<input checked="" type="checkbox"/>		
VII. Specialized College Facilities	<input checked="" type="checkbox"/>		

VII. Course Outline	<input checked="" type="checkbox"/>	
IX. Instructional Methods	<input checked="" type="checkbox"/>	
X.A. Evaluation Methods	<input checked="" type="checkbox"/>	
X.B. GVAR Certification ONLY: Describe how the course meets GVAR standards		<input checked="" type="checkbox"/>
X.C. Evaluation Methods & Course Learning Outcomes (CLOs) Alignment	<input checked="" type="checkbox"/>	

* A course is considered “**New**” if no course like it existed before or if the content has been changes extensively so as to seriously alter the course objective, pedagogy, or audience (e.g. major → GE). In these cases, the old catalog number is retired and cannot be used again for five years. A course is considered “**Deleted**” if it is no longer offered and is to be removed from the university catalog (not just a curriculum), or if a “New” course is created through a change of course number or content as described above.

COURSE DESIGN

SUBJECT AREA ABBREVIATIONS

Each academic discipline shall be assigned a subject area abbreviation used to identify courses related to that discipline. Abbreviations shall be two to three characters.⁹

LOWER DIVISION COURSEWORK

- 0001-0999 Courses carrying no credit toward degree requirements.
- 1000-1999 Lower division courses taught primarily in the freshman year and generally introductory in nature. Graduate credit is not allowed.
- 2000-2999 Lower division courses taught primarily in the freshman or sophomore years and generally introductory in nature. Graduate credit is not allowed.

UPPER DIVISION COURSEWORK

⁹ AS-2466-145/AA, Guidelines for Course Number Assignments to Aid in Semester Conversion

3000-3999	Upper division courses primarily for advanced undergraduate students, usually having prerequisites, bearing graduate degree credit upon the approval of the advisor.
4000-4999	Upper division courses most typically taken by juniors and seniors, and may be taken by graduate and post-baccalaureate students; may be restricted to such groups; usually have prerequisites; may earn graduate credit. Courses 461x, and 462x, shall not apply to master's degree requirements.

GRADUATE LEVEL COURSEWORK

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

RESTRICTED CATALOG COURSE NUMBERS

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

- **198X, 398X, 598X Foreign Study Topics** - Study undertaken in a foreign university under the auspices of The California State University International Programs.
- **200X, 400X, 500X Special Study** - a course for individual or group investigation, research, study or survey of a particular problem; must be assigned a C/S classification associated with supervisory work. These extended course outlines were authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.
- **299X/299XA/299XL, 499X/499XA/499XL 599X/599XA/599XL Special Topics** - a well-defined special topics course usually on a topic or in an area not covered by a regular titled catalog course; may be used to pilot new courses for a maximum of one year; may be assigned a C/S classification associated with lecture, laboratory, activity, or supervisory components. The maximum credit for a course applicable to a degree is 6 units. The maximum number of units that can be taken per is 3 units. A 499X/599X course number should not be used to: (a) offer lower division coursework, (b) extend internships, (c) award academic credit in place of pay or (d) award credit for work experience. Graduate 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.
- **441X, 442X, 541X, 542X Internship, Cooperative Education** - a closely monitored, structured course that merges academic experience, personal development, and career exploration and provides meaningful, professional work experiences while meeting specific learning

outcomes; progressive learning with prerequisite knowledge from one course to the next is expected if sequential numbers are used.

- **461X, 462X Senior Capstone, Senior Thesis, Senior Project, Senior Seminar** - an undergraduate culminating experience that reflects upon, integrates, and applies what students have learned in their degree program; progressive learning with prerequisite knowledge from one course to the next is expected if sequential numbers are used.
- **691X Directed Research Individual** - research in a specialized area, under the direction of a graduate faculty member; work does not pertain directly to the thesis; must be assigned a C/S classification associated with supervisory work. The extended course outline was authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.
- **692X Independent Research** - individual study/investigation and research in a specialized area proposed by the student with the approval, and under the supervision, of a graduate faculty member; work does not pertain directly to the thesis; must be assigned a C/S classification associated with supervisory work. The extended course outline was authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.
- **694X Master's Thesis/Project Research** - research conducted in a specialized area under the direction of a faculty member as part of the preparation for writing a thesis or preparing a graduate project; units are part of the 6 semester unit requirement for culminating experience.
- **695X Master's Project** - a significant undertaking appropriate to the fine and applied arts or to professional fields that evidences originality and independent thinking, appropriate form and organization, and a rationale described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation; an oral defense may be required; units are part of the 6-semester unit requirement for culminating experience.
- **696X Master's Thesis** - the written product of a systematic study of a significant problem that identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation and evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation; an oral defense of the thesis is required; units are part of the 6 semester unit requirement for culminating experience.
- **697X Comprehensive Examination** - preparation for and completion of an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter evidenced through independent thinking, appropriate organization, critical analysis, and accuracy of documentation; preparation may be independent or guided by a graduate faculty member, if a graduate faculty member directs the preparation, a C/S classification associated with lecture or supervisory work should be assigned, otherwise a C/S classification of C78 must be assigned; units are part of the 6 semester unit requirement for culminating experience.
- **699X / 899X Master's Degree Continuation** - a course that allows candidates who have enrolled in the maximum number of thesis or project units to maintain resident status. The extended course outline was authored by the University Curriculum Committee. Proposals should not be submitted to edit these courses.

COURSE SUFFIXES

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

- **A – Activity**, course must be assigned a C/S classification associated with activities
- **L – Lab**, course must be assigned a C/S classification associated with laboratories
- **H – Honors**, courses be approved by the Kellogg Honors College to receive this designation
- **M – Multilingual**, first-year composition courses specifically designed for students who identify as bilingual or multilingual¹⁰
- **S – Service Learning**, courses where students actively participate in organized community involvement projects. To be designated as a service-learning course, courses must be approved by the Center for Community Engagement (CCE). For more information, [check out the CCE website](#).
- **W – Writing-Intensive**, course used to satisfy the University Writing Requirement (UWR, also referred to as “GWAR”). W-courses must be approved by the University Writing Committee. For more information, see UWR policies and procedures in Chapter 3 [or the GWAR website](#).

COURSE CLASSIFICATION (C/S) NUMBER

C/S, or Classroom/Supervision, numbers are an essential part of the expanded course outline, and may be affected by curricular changes, such as changes in course component, course content, or course descriptions.¹¹ Since C/S numbers may affect resources, recommendations for this change must be submitted as a Curriculog course proposal by the initiating department for approval. Course descriptions, course component, and instructional methods should be aligned with the C/S number. Please refer to the link below for the list of C/S Number Categories and Descriptions.

https://www.cpp.edu/academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

¹⁰ AS-2802-189-AA, M-Designation for First Year Composition Courses, Sections for Multilingual Speakers

¹¹ Chancellor’s Office APDB Data Element Dictionary Section V; AS-2433-134/AP – C/S Classification Categories and Descriptions

3. PREPARING COURSE PROPOSALS: GENERAL EDUCATION

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

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

- will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions;
- will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;
- will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

GE COURSE PROPOSAL TIMELINE

ECO due to OAP → GE Committee	Mid Fall
Senate readings	Spring
Entered into catalog	Early summer

REVIEW STEPS

- Originator
- Department Chair
- College Curriculum
- College Dean
- GE Committee
- Academic Senate
- Office of Academic Programs
- Office of the President

GE MEANING AND PURPOSE¹²

The GE experience asks that students and faculty in our inclusive polytechnic community engage a breadth of subjects to encourage intellectual flexibility, empathy, creativity, curiosity, and rigor. The learning that takes place in GE supplements and complements the academic major. GE brings together diverse ways of knowing and doing to strengthen foundational skills, drive innovation, and adapt to new opportunities. Furthermore, it enables us to develop a deep understanding of one’s self and respect for the complex identities of others, and to face the critical and ethical decisions we encounter throughout our lives.

12 AS-2853-190-GE The Meaning and Purpose of General Education at Cal Poly Pomona

GE STUDENT LEARNING OUTCOMES¹³

- **Oral Communication:** Students will express their ideas through acts of speech with an awareness of audience, purpose, and context.
- **Written Communication:** Students will express their ideas through the written word with an awareness of audience, purpose, and form.
- **Critical Thinking:** Students will engage in the logical process of inquiry to analyze information from multiple perspectives to develop reasoned arguments.
- **Quantitative Literacy:** Students will use quantitative information to draw inferences and communicate informed arguments.
- **Information Literacy:** Students will responsibly identify, locate, and critically evaluate the array of information sources and voices necessary to engage in sound inquiry.
- **Civic Literacy:** Students will apply civic knowledge, associated with historical structures of power, to self-discovery and responsibility to community.
- **Intercultural Engagement:** Students will integrate knowledge and relationships reflective of the diversity of human experience and forms of expression.

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

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

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

As directed by Executive Order (EO) 1100, the GE Assessment Committee develops a set of broad learning outcomes (SLOs) for the GE Program as a whole "to fit within the framework of the four Essential Learning Outcomes drawn from the Liberal Education and American's Promise (LEAP) campaign. As a result, there is not a one-to-one mapping from the outcomes to the GE Areas. Every course must address all of the SLOs assigned to the GE Area for which it is approved.

Like all university programs, GE must undergo regular program review as laid out in Senate policy.¹⁴ Program Review is conducted under the direction of the Faculty Director of Undergraduate Studies and

¹³ GE-002-223 New GE Student Learning Outcomes

¹⁴ AS-2904-201-AP Policy No. 1104 Policy on Program Review

in coordination with the Senate GE Committee, the Program Review Committee, and the GE Area Coordinators. GE's next Program Review is scheduled for 2027-28.

Additionally, GE courses must be regularly evaluated and recertified to ensure the program's quality. Any department teaching GE courses may be asked to submit student work to evaluate GE SLOs and standards. Such evaluations are never conducted as evaluations of individual instructors, only the GE program. Since general education is under continual review, the framework, guidelines, and coursework approved to meet these requirements may change from one catalog cycle to another.

Students who change majors or have a break in status may be subject to new degree requirements. Careful academic advising is essential. Many degree programs recommend specific GE courses which also meet degree requirements. Departments may not establish deviations or modifications to the approved campus-wide general education patterns unless submitted through the complete consultative process, which requires final review by the CSU Chancellor's Office.¹⁵

CAL POLY POMONA GENERAL EDUCATION - UNIT DISTRIBUTION¹⁶

Beginning fall 2018 all undergraduate students at Cal Poly Pomona must satisfy the general education requirements with a minimum and a maximum of 48 semester units, including 9 units of upper division synthesis courses. Lower division courses only shall be approved for the lower division GE Areas. (The 9 upper division units shall be taken within the CSU to fulfill the CSU residency requirement.) EO 11002.2.2a says that a grade of C- (minus) or better is required in the "golden four" courses A1, A2, A3 and B4. In 2.2.5a EO 1100 says that a campus may waive one or more of the requirements of Title 5 and that the campus must have a clearly stated policy regarding such waivers. Courses are evaluated by a duly constituted GE Committee (which shall include a student representative) and are approved by the Academic Senate to meet the university general education program requirements.

According to EO 1100 2.2.6.1, major courses and campus wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirements. Many degree programs recommend specific GE courses, which also meet degree requirements (double counting). Departments must indicate those courses on the curriculum of each program.

The General Education Program at CPP is organized to include the minimum units indicated below in the following areas:

- Area A English Language Communication and Critical Thinking (9 units): at least 3 units from each sub- area A1, A2, and A3.
- Area B Scientific Inquiry and Quantitative Reasoning (12 units): at least 3 units from B1, B2, B4, and B5 including 1 unit of lab from B1 or B2 to fulfill B3; sub-area B5 must be an upper-division synthesis course.
- Area C Arts and Humanities (12 units): at least 3 units from each sub-area C1, C2, and C3, and 3 additional units from sub-area C1 and/or C2; sub-area C3 must be an upper-division synthesis course⁴²

¹⁵ California Code of Regulations, Title 5, Section 40405.5b

¹⁶ AS-2464-145/GE -General Education Subject Area Distribution, General Education Breadth Requirements – Executive Order No. 1100

- Area D Social Sciences (9 units): at least 3 units from each from sub-areas D1, D2, and D4; sub-area D4 must be an upper-division synthesis course.
- Area E Lifelong Learning and Self-Development (3 units)
- Area F Ethnic Studies (3 units)

FRAMEWORK AND GUIDELINES FOR GENERAL EDUCATION

All proposals submitted to the Office of Academic Programs for lower and upper division courses must meet the General Education guidelines.

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

AREA A ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING (9 SEMESTER UNITS)

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

A1: Oral Communication (3 semester units)

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

A2: Written Communication (3 semester units)

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

A3: Critical Thinking (3 semester units)

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

AREA B SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING (12 SEMESTER UNITS)

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

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

B1: Physical Sciences (3 semester units)

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

B2: Life Sciences (3 semester units)

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

B3: Laboratory Activity (0 semester unit)

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

B4: Mathematics/Quantitative Reasoning (3 semester units)

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

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

B5: Science and Technology Synthesis (Upper division, 3 semester units)

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

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

AREA C ART AND HUMANITIES (12 SEMESTER UNITS)

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

C1: Visual and Performing Arts (3 semester units)

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

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

C2: Literature, Modern Languages, Philosophy and Civilization (3 semester units)

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

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

C3: Arts and Humanities Synthesis (upper division, 3 semester units)

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

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

AREA D SOCIAL SCIENCES (12 SEMESTER UNITS)

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

Students are required to take one course from each subarea, D1, D2, and D4. Students who complete the IGE course sequence are exempt from this requirement since the IGE program by its very nature provides the necessary breadth. EO 1100 says in 2.2.6.2 campuses may include the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations,

Section 40404) in general education. This statute is met at Cal Poly Pomona by courses that satisfy these requirements as outlined in Executive Order 1061 and divided into D1 and D2 as follows:

D1: U.S. History and American Ideals (3 semester units)

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

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

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

D2: US Constitution and California Government (3 semester units)

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

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

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

D4: Social Science Synthesis (upper division, 3 semester units)

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

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

AREA E LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT (3 SEMESTER UNITS)¹⁷

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

AREA F: ETHNIC STUDIES (3 SEMESTER UNITS)

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

- 1) Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
- 2) Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- 3) Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

¹⁷ General Education Breadth Requirements – Executive Order No. 1100

- 4) Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- 5) Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

INTERDISCIPLINARY GENERAL EDUCATION (IGE)

IGE is a pathway within the GE program providing an interdisciplinary educational experience that prepares students to lead socially responsible, productive, and satisfying lives in a changing diverse world. IGE combines intellectual inquiry with creativity to provide a rich learning environment. Seminar-style, active-learning classes reinforce core skills across a breadth of areas. While students are encouraged to take as many courses in the pathway that they can, individual courses are designed to welcome all students regardless of whether they've taken an IGE course before.

Through IGE coursework, students can satisfy up to 18 units of University GE requirements in areas C1, C2, D1, and Upper Division C3 and D4. Students taking IGE 2150 or IGE 2250 will also satisfy their American Institutions, Part A graduation requirement. Additionally, students identified as "Category 2" are eligible to enroll in the two-course IGE sequence of [IGE 1100](#) (Fall) and IGE 1200 (Spring) to satisfy GE Area A2.

GUIDELINES FOR GE SYNTHESIS COURSES

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

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

UPPER DIVISION SYNTHESIS COURSES

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

Sub Area B5-Science and Technology Synthesis

Foundational courses in Area B teach the fundamental concepts of mathematics and science, including the scientific method. By placing basic knowledge of science and technology in an historical context, one may rationalize the inclusion of this area as a component of general education. Synthesis courses in this area are essentially integrative in nature, requiring application and generalization of basic scientific or mathematical knowledge from the foundational courses to real world or practical problems.

Appropriate issues to be explored by Synthesis courses would include but not be limited to:

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

Educational Objectives

To develop higher-order cognitive skills through:

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

- Understanding the responsibilities and obligations inherent in applying knowledge for human betterment and benefit.

Course Criteria

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

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

The course outline should also:

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

Sub Area C3-Arts and Humanities Synthesis

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

Educational Objectives

To develop higher-order cognitive skills through:

- Exposing with greater depth, some of the ideas and issues covered in the 100-level and 200-level courses in Humanities, thus gaining a deeper knowledge in a focused area within the Humanities,

- Applying analytical thinking to draw inferences from observations, discerning internal structures and patterns, recognizing problems and analyzing value structures,
- Encouraging synthetic-creative thinking in order to identify problems and associations, and construct original ideas, and
- Thinking evaluatively, whereby assumptions and limitations are identified and ideas evaluated.

Objectives more specific to Humanities:

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

Course Criteria

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

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

The course outline should also indicate:

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

Sub Area D4-Social Sciences Synthesis

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

Each course in this category:

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

Educational Objectives

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

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

Course Criteria

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

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

- Assessment of the student's understanding of the Social Sciences area of general education.

The expanded course outline should also indicate how the course:

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

General Education-Interdisciplinary Synthesis

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

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

Educational Objectives

To develop an enhanced ability to:

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

Course Criteria

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

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

The expanded course outline should also explain:

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

Additional guidelines concerning Interdisciplinary Synthesis Courses

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

GRADUATION REQUIREMENT: AMERICAN INSTITUTIONS¹⁸

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

- 1) Content of Course and Examination Designated as Meeting Requirements of Section 40404
 - a) Any course or examination that addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph I.A. Nothing contained herein is intended to prescribe the total content or structure of any course.
 - i) Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
 - ii) The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
 - iii) The events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.

¹⁸ Graduate Requirements in United States History, Constitution and American Ideals – Executive Order No. 1061

- b) Any course or examination that addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government must address all of the subject matter elements identified in the following subparagraphs of this paragraph I.B. Nothing contained herein is intended to prescribe the total content or structure of any course.
 - i) The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
 - ii) The rights and obligations of citizens in the political system established under the Constitution.
 - iii) The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.
 - iv) Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.
- 2) Certification
- a) Students transferring from other accredited institutions of collegiate grade will be deemed to have met the requirements of Part I if the president of a regionally accredited institution or designee certifies that all requirements of Title 5, Section 40404 and the guidelines of this executive order have been met by satisfactory completion of course(s) or examination(s) at the baccalaureate level. Such certification shall be recognized by any campus of the California State University.
 - i) Procedures for Certification**
 - (1) The procedures for certification shall be those established for certification of General Education-Breadth Requirements (see Executive Order No. 342), modified as follows:
 - (a) Certification means that the entire requirement has been met. Partial certification is not authorized.
 - (b) Certification addresses satisfaction of the requirement only. It does not address credit for the units completed. When baccalaureate course credit or general education-breadth credit is involved, certification shall be accomplished according to the established procedures for those purposes (see Executive Orders 167 and 1033).
 - (c) A list of courses and examinations to be used for certification shall be appended to preliminary and final general education course lists provided for in Executive Order 1033 together with a statement that such courses and examinations cover all subject matter elements set forth in Part I of this executive order.
 - ii) Authorization to Grant Exceptions**
 - (1) Exceptions to the foregoing requirements may be authorized under the following circumstances:
 - (a) For students who are enrolled in California State University degree major programs and who transferred from a California community college, the chancellor may authorize exceptions to the requirements specified herein if:
 - (i) The California State University baccalaureate degree major programs are mandated by law to articulate with California Community College associate degree program; and
 - (ii) The bachelor's degree programs are limited by law to 120 total semester units (180 quarter units); and

- (iii) The campus opts not to mandate that the requirements herein be completed in satisfaction of CSU General Education Breadth upper-division requirements (“double counted”); and
 - (iv) The campus opts not to mandate that the requirements herein be completed in lieu of requirements in the degree major or double count in satisfaction of requirements in the degree major; and
 - (v) The campus opts not to mandate that the requirements herein be completed in lieu of local, campus-specific graduation requirements or double count in satisfaction of local, campus-specific graduation requirements, and
 - (vi) There are no available elective units in the degree program.
- (b) On a program-by-program basis, for high-unit professional degree major programs, the chancellor may authorize campus-approved proposed exceptions to the requirements specified herein.
 - (c) In individual cases of demonstrable hardship, the appropriate campus authority may grant exceptions to the requirements specified herein.
 - (d) A postbaccalaureate student who is enrolled in a baccalaureate degree program shall not be subject to the requirements set forth in this section if:
 - (i) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or
 - (ii) The student has completed equivalent academic preparation, as determined by the appropriate campus authority

GRADUATION REQUIREMENT: UNIVERSITY WRITING REQUIREMENT (UWR)

In Fall 2023, the Academic Senate voted to replace the Graduate Writing Test (GWT) with a new Writing in the Disciplines (WID) program to help students satisfy their **University Writing Requirement (UWR)**, also known as “GWAR.” Adopted by nearly half of all CSUs, WID programs recognize written communication not as a generic skill, but as a contextual one where conventions and audience expectations vary by field.

1. **Graduate Writing Assessment Requirement (GWAR) Policy.** Eligible students will satisfy their GWAR through upper-division coursework in designated writing-intensive courses with a grade of C or higher. All majors must identify, within their curriculum, a way for students to satisfy GWAR. GWAR-certified courses should be offered as part of the curricular requirements of the major or a designated service course; Upper Division GE Synthesis coursework may also be available.
 - a. Students are eligible upon completion of 60 semester units per EO 665.
 - b. No writing-intensive courses may be designated as such by a major program nor included as a service course in another academic department without that department’s approval.
 - c. A student’s completion of another CSU’s upper-division baccalaureate writing requirement with a grade of C or higher shall be transferrable to CPP.
2. **GWAR Course Application:** Course certification and recertification are run through CPP’s curriculum management system and require UWC review and approval.
 - a. GWAR approval processes do not supercede or replace GE and UCC approvals.
3. **GWAR Course Review and Recertification:** The Office of Academic Programs shall keep a record of all GWAR-certified courses and recertification timeline. Courses should be recertified either every seven years or in alignment with a department’s program review, as appropriate.

- a. If a course changes in a way that it no longer meets the requirements for GWAR certification, the UWC and department should work to restore the alignment with GWAR standards, or that course's GWAR certification can be revoked. If a course's GWAR certification is revoked, the course can still be offered as a regular course, even if it no longer satisfies GWAR.
4. **GWAR Certification Standards.** For a course to receive certification as a writing-intensive course, it must demonstrate it meets the following minimum standards:
- a. **Eligibility:** Upper Division course with a prerequisite of Junior Standing (60 units of coursework, per EO 665).
 - b. **Units:** GWAR must comprise at least 3 units. CPP considers this standard met either through:
 - i. a single, 3+ unit course,
 - ii. a corequisite course (e.g., a lecture and lab), 3+ units
 - iii. or complementary course sequence (for no more than 6 total units).
 - c. **Enrollment Constraints:** Student enrollment in GWAR courses should not exceed 28 in 3-4 unit courses and should not exceed 40 in complementary courses. UWC is empowered to grant exceptions.
 - d. **Learning outcomes:** The current standard for written communication at CPP was set by faculty through a university-wide consultation process and approved by the Academic Senate in the form of the written communication rubric (2018, rev. 2022). <https://www.cpp.edu/assessment/documents/written-communication-rubric.pdf>. This rubric identifies the minimum required learning outcomes associated with written communication. Writing assignments in GWAR courses must be assessable using the University rubric or aligned, certified instrument.
 - e. **Pedagogical practices:** Disciplines are experts on the conventions and standards expected within their fields and writing instruction pedagogy should be adapted to those criteria. Minimum pedagogical expectations include:
 - i. *Amount of Writing:* Students produce at least 4000 words (approximately 7 single-spaced pages/15 double-spaced pages, including substantially revised words) of individually-composed writing.
 - ii. *Attention to Writing:* Meaningful time is devoted to instruction in writing through instructor feedback and other strategies (e.g., reviewing assignment expectations, peer review, analyzing audience needs and expectations, discussing disciplinary conventions and style, and embedded tutoring).
 - f. **Grading:** GWAR is a CSU-mandated assessment requirement that certifies an individual student meets written communication standards. For that reason, course grades in GWAR-certified courses—which determine whether a student has met that standard—must be meaningfully aligned to a student's individual performance on written communication. Grades assigned to a student's written communication skills (defined by the rubric, which includes but is not limited to grammatical fluency) should constitute a substantial component of the course grade.
 - i. Students shall receive credit for having met the requirement upon completion of the academic unit-specific upper-division writing course with a grade of "C" or higher, as long as the course was GWAR certified at the time the student was enrolled, independent of the student's catalog year.

Table 2: GVAR Certification Standards

GVAR Standard	Description
<i>Upper Division</i>	Course must be a 3000 or 4000 level, prerequisite Junior Standing.
<i>Min. 3-units</i>	Can be a single course, corequisite courses, or complementary courses in sequence.
<i>Enrollment Cap</i>	28 for a single course, 28 in writing-intensive component of a corequisite, or 40 for complementary courses. Exceptions can be made in consultation.
<i>Pedagogy: Amount of Writing</i>	4000 individually-written words, including drafts.
<i>Pedagogy: Writing Instruction</i>	Meaningful time is devoted to instruction in writing through instructor feedback and other strategies (e.g., reviewing assignment expectations, drafting, peer review, analyzing audience needs and expectations, discussing disciplinary conventions and style, embedded tutoring).
<i>Assessment: Learning Outcomes</i>	Writing assignments in GVAR courses must be assessable using the University rubric or aligned, certified instrument.
<i>Assessment: Grading</i>	Grades assigned to a student’s written communication skills (defined by the rubric, which includes but is not limited to grammatical fluency) should constitute a substantial component of the course grade.

4. PREPARING ACADEMIC PROGRAM PROJECTIONS FOR THE CSU AMP

The **CSU Academic Master Plan (AMP)** is a comprehensive list of a campus’s academic degrees that guide program, faculty, and facility development. All new degree programs—majors, options, graduate programs—must be approved by the Chancellor’s Office and the Board of Trustees for them to be included in the CSU AMP. Updates to the CSU AMP are submitted annually by each campus.

New program **projections** are submitted by each campus during the annual AMP updates, and are reviewed individually in the context of the total offerings and projections of the campus, the offerings and projections of the system, and, when applicable, the State. They are also reviewed in terms of campus resource capabilities and current program performance.

Following the annual review and updating process, the program projections are submitted by the CO to the BOT. Endorsement by the BOT of all projected degree programs is required prior to its inclusion on the CSU AMP. CO review and approval of approved projected degree program proposals is required prior to implementation. See [Figure 3: CSU Degree Program Proposal and Approval Flowchart](#) for a visual representation of this process.

New options, emphases, and minors are exempt under the Delegation of Authority to Approve Options, Concentrations, and Special Emphases (and Similar Subprograms) and Minors provisions, which delegates approval authority to Presidents if the option or minor falls under an established degree program at the campus. Prior to implementation of any option approved under this delegation, the campus shall notify the CO and obtain CO confirmation of compliance with CSU policy and applicable law. Minors are not defined at the system level, and campuses may set local policy regarding minors.

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

PROCEDURES FOR ESTABLISHING NEW DEGREE PROGRAMS

A degree program is defined by a set of curricular expectations and units. For more on the types of degrees in the CSU system, see [Appendix C: Types of Undergraduate Degree Programs](#) and [Appendix D: Types of Graduate Degree Programs](#).

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

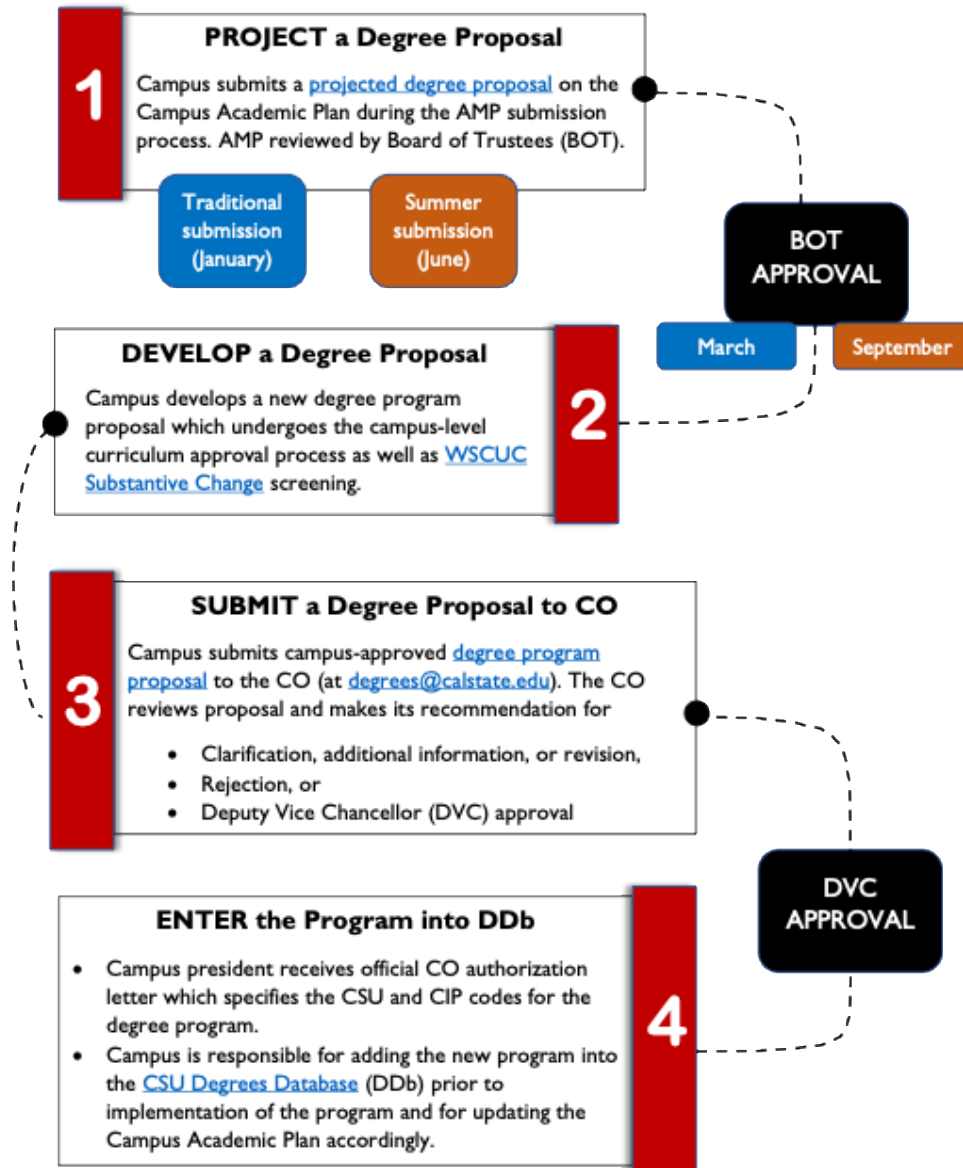
Table 3: Pathways for New Program Projections

Pathway	Description	Timeline	Process
---------	-------------	----------	---------

Traditional, "2-step" Review	For programs requiring significant capital outlay, resources, programs new to the CSU, or requiring specialized accreditation	2 years for new admits, 1 year for current student change-of-major	Projection to BOT → program proposal through CPP senate and president → program proposal through CO (see figure below)
Fast-Track	For programs requiring no significant resources, including elevating options or repackaging existing courses	2 years for new admits, 1 year for current student change-of-major	concurrent review of projection by CO/BOT and campus senate review of program proposal → proposal review by CO (see figure below)
Pilot	For experimental curricular planning. Limit 2/campus, 5-year limit.	1 year for new admits, 1 term for current student change-of-major	Senate review → President → notify CO/WSCUC/BOT

CSU DEGREE PROGRAM PROPOSAL AND APPROVAL FLOWCHART

Bachelor's and Master's Degrees | State Support and Self Support | Excludes Pilot Programs*



*Pilot Programs are experimental degree programs that may be offered without prior review and approval by the board. For more information, guidance, and templates for developing academic programs: [Program Development](#).

Revised 7/26/23

Figure 3: CSU Degree Program Proposal and Approval Flowchart

TRADITIONAL PROCESS

This process consists of two steps. The first step in this process is to submit a degree projection proposal for review and approval by the CSU BOT. The second step, which could occur concurrently or after BOT approval, is the submittal of the program proposal for approval. Once the degree projection and program proposals have both been approved, catalog copy should be submitted according to the due dates listed in the Schedule of Activities and Deadlines. In the traditional process, program proposals are to be submitted to the Chancellor's Office no later than the beginning of the academic year preceding planned implementation to allow programs to be added to Cal State Apply prior to October 1, the beginning of the application period for the following academic year.

Please note that new bachelor's degrees should be as enduring as possible in content and title. Breadth is the hallmark of bachelor's degrees, and more narrow specialization occurs at the graduate level. [The template for a program projection proposal can be found here.](#)

FAST-TRACK: COMBINED PROJECTION AND PROPOSAL PROCESS¹⁹

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

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

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

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

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

¹⁹ Chancellor's Office Procedures for Fast-Track Degree Programs

- **Two deadlines: The first Monday in January – for July approval**
- **The second Monday in June – for December approval**

PILOT PROGRAMS²⁰

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

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

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

Pilot Operational Policy:

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

Pilot Program Implementation Procedures:

- 1) Prior to implementation, the campus is obligated to
 - a) notify the Chancellor’s Office of plans to establish the program,

²⁰ Chancellor’s Office Procedures for Pilot Degree Programs

- b) to provide a program description and list of curricular requirements, and
 - c) to confirm that each of the six pilot criteria apply to the pilot program. To facilitate this requirement, campuses may use the Chancellor’s Office Pilot Program Proposal Template.
- 2) While the Chancellor’s Office approval is not required, a pilot-program must be acknowledged by the Chancellor’s Office before the program is implemented.
- A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next update of the campus Academic Plan.

DELAYED PROJECTED PROGRAMS

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

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

AFTER CSU BOARD OF TRUSTEE APPROVAL

After the BOT has approved a projection in the **traditional** pathway or while CO/BOT approval is under consideration in the **fast-track** pathway, a department must prepare a **program proposal** for campus review and approval. For more details on CPP’s internal review of program proposals, see Chapter 5.

5. PREPARING ACADEMIC PROGRAM PROPOSALS

All additions, changes, and discontinuations of degrees are subject to university consultation and approval, as well as external approval by the Chancellor’s Office and the Board of Trustees, depending on the type of proposal. These are managed in Curriculog. Please consult the table below for more information on managing these processes.

Table 4: Curriculog Processes and Approvals

	Curriculog Process	Senate / President	CO	BOT
<u>Adding New Program Proposal</u> (Bachelor/ Master)	E	✓	✓	
<u>Adding New Options / Adding New Emphases</u>	F	✓	✓	
<u>Adding New Minors</u>	G	✓		
<u>Adding Academic Credit Certificate Programs</u>	H	✓		
<u>Adding Blended Bachelor’s and Master’s Degree Program</u>	I		✓	
New Projected Degree Program	K		✓	✓
<u>Elevate Option to Full Degree</u>	L	✓	✓	
<u>Program Name Change / CSU Degree Program Code Change</u>	M	✓	✓	
<u>Converting Pilot Program to Regular Program</u>	N	✓	✓	
Change Degree Program Modality	O	✓	✓	
<u>Discontinue / Move Program / Option / Minor / Emphasis / Certificate / Credential</u>	Q	✓		
<u>Adding Self-Support Counterpart of Approved State-Support Degree Programs</u>	X	✓	✓	
<u>Converting Program from Self-Support to State Support</u>	Y	✓	✓	

Additional Notes on the Process:

- Following Academic Senate approval, the President approves or rejects the proposal(s) within 45 instructional days of receipt.²¹
- The President has delegation of authority via Executive Order 1071R to approve all options and minors under an existing degree program. This authority has been delegated to the Provost.
- Off-campus versions of existing programs do not need to be reviewed by the Academic Senate or the President. OAP will forward proposals for such programs to the WSCUC Accreditation Liaison Officer who will work with the college to prepare the appropriate proposal to WSCUC.
- Programs are only implemented in the fall after they are incorporated into the catalog. New courses that will be offered as part of a new program typically are not offered until the program is implemented.

²¹ Cal Poly Pomona Constitution, Appendix 17, Article II, Section 3E

Each proposal type has a corresponding Curriculog process with different approval steps, laid out in the table below.

ADDING NEW PROGRAM PROPOSAL

Definition: Prior to preparing a full program proposal for a new major, departments/colleges should submit a completed “Projected Degree Proposal Form” to the CSU Board of Trustee (BOT) via the AVP for Academic Programs. See [4. PREPARING ACADEMIC PROGRAM PROJECTIONS FOR THE CSU AMP](#) for additional details on timeline, process, and requirements.²² The BOT’s decision is communicated via the Chancellor’s Office to the AVP for Academic Programs who will in turn notify the College Dean and Department Chair who submitted the program projection. Once a projection has been approved, a department prepares a program proposal for campus review.

Process: Departments should consult with the [CSU Academic Programs’ program development guide found here](#). In particular the program proposal template is required. In addition, an assessment plan, curriculum map, and a Proposed Program Estimated Resource Report should be prepared.²³

Approval of any major degree program is subject to campus assurances that financial support, qualified faculty, physical facilities, and library holdings sufficient to establish and maintain the program will be available within current budgetary support levels. Included in the program proposal template are “tips” that are designed to assist departments as they prepare proposals for both internal campus and Chancellor’s Office review and approval. They are meant to clarify areas from the CSU Degree Program Proposal Template that may need additional explanation. Following these guidelines will increase the likelihood of receiving a positive outcome.

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

²² Coded Memorandum ASA-2018-15

²³ AS-2808-189-BC, New Program Budget Worksheet

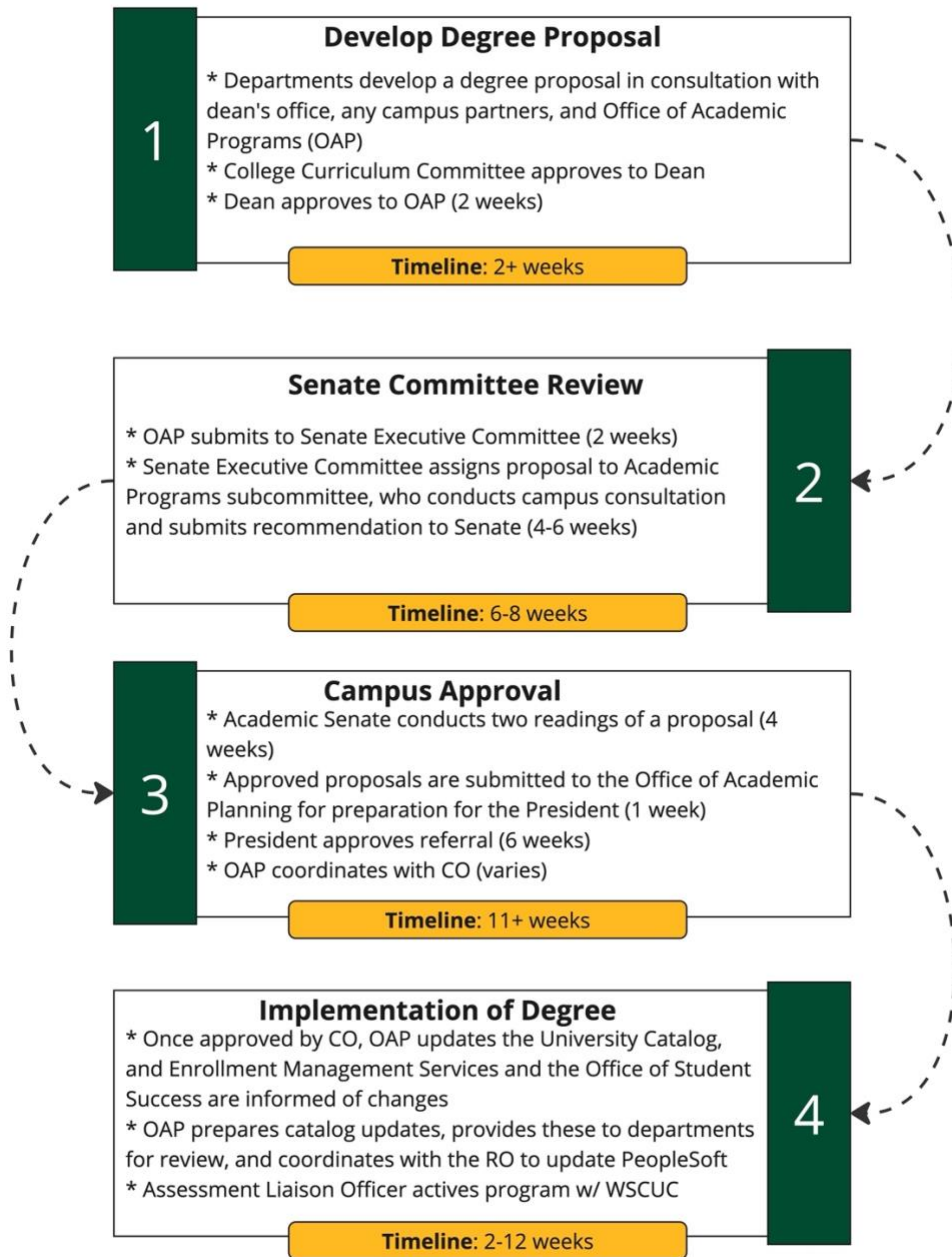


Figure 4: Degree Proposal Workflow

ADDING NEW OPTIONS

Definition: While some campuses may have unique definitions, for purposes of CSU system review options and emphases are both defined as an aggregate of courses within a degree major designed to give a student specialized knowledge, competence, or skill.²⁴

An **Option** is an aggregate of courses within a major degree program designed to give students a specialized knowledge, competence, or skill. It is assigned a plan code for purposes of tracking student enrollment, is listed on the student's transcript, and is an official academic label.

Requirements: All options within a major must maintain a majority (51%) of core coursework shared in common (EO 1071). An option must also have a minimum of nine semester units distinct from other options. An exception to the 9-unit minimum is that a program may offer a "general option" that is not limited to any specialization and is intended to allow students to sample courses from multiple options. This option does not have to differ from the other options by the 9-unit minimum. In addition to courses offered in the major discipline, options may include courses from other disciplines. However, an option within an option is not permitted.

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

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

Process: To add a new option, departments will need to complete the ["Modify An Existing Program" Template provided by the CSU](#).

ADDING NEW EMPHASES

Definition: An **Emphasis** is a collection of courses that are advisory in nature; emphases are not formally declared, are not tracked in PeopleSoft, and do not appear on transcripts or diplomas. Emphases are informal in nature and do not have any requirements in design. An emphasis is neither assigned a major code nor is it listed on a student's transcript or diploma. Emphases may be used on a trial basis to assess viability of a formal option in the future. As emphases are not formally declared and tracked in PeopleSoft, they are not eligible to follow the approval process to elevate an option to a full degree. Emphases may be elevated to a new degree following one of the three paths for establishing a new degree program (see chapter 4).

Process: To add a new emphasis, departments will need to complete the ["Modify An Existing Program" Template provided by the CSU](#).

²⁴ AS-2465-145 Definitions and Guidelines for Undergraduate Degree Programs for the Semester Model

ADDING NEW MINORS

Definition: Undergraduate Minors are a formal collection of courses in a discipline or field other than a student's major (or option, in the case of the College of Business Administration).²⁵ Minors may be declared at any time in a student's career, are tracked in PeopleSoft, and appear on diplomas and transcripts. Approved minors are shown in the departmental catalog curriculum display. A minor is taken voluntarily and is not required for a baccalaureate degree.

Requirements: A minor shall have a minimum of 18-units and a maximum of 36-units, of which at least 9-units must be upper division. Students may declare a minor in the same department as their major or option if the college or department determines that the two sets of courses are clearly distinct (e.g., 9 units). The minor curriculum must not include hidden prerequisites.

Process: Please see Curriculog Process G for more details on submission requirements.

ADDING ACADEMIC CREDIT CERTIFICATE PROGRAMS

This policy covers only Academic Credit Certificate Programs.²⁶ This policy does not apply to professional certificate programs (that do not carry academic credit), certificates of completion of courses, workshops, seminars, or certificates of appreciation. For the remainder of these guidelines, academic credit certificate programs shall be referred to as certificate programs.

Definition: According to [Executive Order 806](#), a certificate program provides a set of learning experiences concentrated in a specific set of educational goals." Certificate programs are normally oriented toward occupations and/or career skills. Executive Order 806 lists some possible learning goals of certificate programs, including increasing knowledge in a career area, providing initial knowledge designed for entering a new career, providing knowledge for emerging career opportunities, and providing an organized set of knowledge within a discipline.

Certificate programs are comprised of a coherent set of university-level courses considerably narrower in scope than a major. Some certificate programs may be subsumed within a minor, and some may of themselves constitute a minor program.

Two types of Academic Certificate Programs may be offered:

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

²⁵ AS-2465-145 Definitions and Guidelines for Undergraduate Degree Programs for the Semester Model

²⁶ AS-2672-167/AP Guidelines for Academic Credit Certificate Programs

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

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

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

Students seeking a certificate must apply for admission according to the guidelines set forth by the entity offering the certificate program. Students may not be admitted conditionally to any certificate program. Departments may consider the applicability of coursework that is over seven years old. To be admitted to a fundamental certificate program, students must have graduated from high school, have earned a Certificate of General Education Development (GED), or have passed the California High School Proficiency Examination. To be admitted to an advanced certificate program, students must have a bachelor's degree and have earned a GPA of 2.5 in their last 30 semester units or be approved by the Program Coordinator. Programs may be set higher, or require additional, admissions requirements.

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

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

FUNDAMENTAL CERTIFICATE PROGRAM

- The program must include a minimum of 12-units, and a maximum of 30-units.
- At least half of the units must be upper division. No units may be graduate units.
- The program must contain a core of 12-units. The remaining units may be elective.

- A course may be repeated only once, and a maximum of 6-units may be repeated.
- Students must earn a 2.0 GPA in all coursework attempted.

ADVANCED CERTIFICATE PROGRAM

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

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

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

Successful completion of certificate programs will be recognized with a certificate awarded by the University. Completion of the certificate will be noted on the student's transcript. The director of the certificate program shall be responsible for verifying a student's satisfactory completion of the academic requirements of the certificate program, completing a verification form, and submitting the form to the Registrar's Office.

ADDING BLENDED BACHELOR'S AND MASTER'S DEGREE PROGRAM

Definition: A **Blended Program** blends *existing* baccalaureate and master's degree programs in the same support mode. Blended programs are governed by CSU's [Policy on "Blended" Bachelor's and Master's Degree Programs](#), and [CPP Policy 1121 \(AS-3079-234-AP\)](#), updated Spring 2024.

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

(including lower-division general education courses and American Institutions courses) must be completed prior to changing to graduate degree objective status.

Requirements: Any Bachelor's and Master's programs that are blended must exist at CPP before proposing a Blended Program. That means, they must use the same CIP (HEGIS) codes respectively for the existing Bachelor's and Master's degrees. They must also guarantee that the Bachelor's and Master's satisfy all CSU and CPP University requirements, as well as comply with all external accreditation agency requirements when applicable.

- The Bachelor's portion of the Blended Program shall have a minimum of 120 units, and the Master's portion shall have a minimum of 30 units.
- Departments may, at their discretion, allow up to 12 double-counted units between the Bachelor's and Master's portions of the Blended Program, resulting in a minimum of 138 units for Blended Programs.
- The double-counted units must be at the 4000 and/or 5000 levels.

Process: Guidance on developing Blended programs [can be found here](#). Such programs must be approved by the President or designee, and the Chancellor's Office must be notified before implementation.

ELEVATE OPTION TO FULL DEGREE

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

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

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

- 8) Documentation of the campus approval process with written evidence of continued administrative support to sustain the stand-alone program.

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

PROGRAM NAME CHANGE / CSU DEGREE PROGRAM CODE CHANGE

Definition: Program names and CIP codes are subject to federal standards and reporting. As such, any changes must be approved by the Chancellor's Office.

Process: For details on making these changes, please consult [this Chancellor's Office document](#). If the program does decide to pursue such a change, please reach out to OAP to initiate the process.

CONVERTING PILOT PROGRAM TO REGULAR PROGRAM

Definition: For information on developing a pilot program, see [Pilot Programs](#) in Chapter 4.

Process: Converting a Pilot Program to regular program status requires the campus submit to the CO a pilot-conversion proposal.

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

The qualifications required for pilot status remain in place when a campus converts a pilot program to regular program status. In addition, for self-support programs, please provide a complete budget indicating all revenue sources and anticipated expenditures as well as:

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

The campus may use either the traditional new program proposal template, making sure to include an on-site review by one or more experts in the field, or the “Pilot Conversion Template” found at the [CSU Academic Programs’ program development website found here](#).

Campuses electing not to convert to regular status are expected to submit a letter of discontinuation, specifying program teach-out provisions.

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

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

- 1) Importance to the Institution
 - a) To what extent the program is central to Cal Poly Pomona's mission as described in the mission statement, vision, and core values.
 - b) To what extent the program's courses are central to the curriculum of a department, a college, or the University.
 - c) To what extent the program provides a special service to the local community or to the State of California.
 - d) To what extent the program has demonstrated potential for external funding and support.
- 2) Quality of the Program: To what extent the quality of the program is adequate to justify continuance in its present form. Program quality may be assessed by program review, external review, accreditation review, or an ad hoc review. The variables for evaluating program quality may include:
 - a) Ability of the faculty to offer and maintain a current and rigorous curriculum.
 - b) An effective assessment program that measures the extent to which students are achieving the desired learning outcomes and in which assessment data are used for program improvement.
 - c) Availability of resources adequate to maintain sufficient breadth, depth, and coherence of the program.
 - d) Evidence of support for student success which may include:
 - i) Departmental advising program;
 - ii) Student commitment, motivation, and satisfaction;
 - iii) Co-curricular learning experiences that are relevant to the program goals such as

- iv) Other accomplishments by current and former students that reflect on program
 - e) Demonstrated ability to attract and retain well-qualified faculty.
 - f) The quality of the program's faculty as demonstrated by teaching and participation in appropriate scholarly, creative and/or professional activity. internships, research experiences, study abroad; quality.
 - g) To what extent the program's excellence and standing in its discipline enhances the reputation.
- 3) Efficiency and Demand for the Program
- a) To what extent the program is cost-effective relative to disciplinary norms and compared to similar programs at comparable institutions. The measurements presented may include student- faculty ratio; total cost per FTEF; and total cost per FTES. Other discipline-specific variables may also be used.
 - b) To what extent the present and projected demand for the program is sufficient. Demand for the program may be measured by one or more of the following:
 - i) The number of applications for admission received that meet minimum CSU eligibility requirements.
 - ii) The number of students admitted.
 - iii) The FTES generated in lower division, upper division, and/or graduate level courses that fulfill degree requirements of the program.
 - iv) The number of students who completed the program.
 - v) The anticipated need of the California workforce for graduates of the program.

ADDING SELF-SUPPORT COUNTERPART OF APPROVED STATE-SUPPORT DEGREE PROGRAMS

Definition: Two funding models exist for CPP programs: **Self-Support** and **State-Support**. Most academic programs at CPP are state-supported: housed at CPP and run by CPP faculty and staff. **Self-support** programs are programs managed by the **College of Professional and Global Education (CPGE)** and generate revenue from tuition/fees to support the program. There are strict rules that govern how self- and state-support programs can interact with one another, as well as rules that change if and how students can receive financial aid for their education.

Process: While [Chancellor's Office guidance can be found here](#), CPP's current policies around self-support programming is currently under review. Please contact CPGE for additional information.

CONVERTING PROGRAM FROM SELF-SUPPORT TO STATE SUPPORT

Definition: Two funding models exist for CPP programs: **Self-Support** and **State-Support**. Most academic programs at CPP are state-supported: housed at CPP and run by CPP faculty and staff. **Self-support** programs are programs managed by the **College of Professional**

and Global Education (CPGE) and generate revenue from tuition/fees to support the program. There are strict rules that govern how self- and state-support programs can interact with one another, as well as rules that change if and how students can receive financial aid for their education.

Process: Please contact Laura Massa, Ashley Ly, and either Salomon Oldak (graduate programs) or Aaron DeRosa (undergraduate programs) for more information.

IMPLEMENTATION OF COMPLETED PROPOSALS

Once a program has gone through the above curricular consultations and approvals, the implementation phase begins. Only after they are completed is a program considered fully operational.

After the CO confirms a program, the Office of Academic Programs adds it to the CSU Degrees Database and distributes an **implementation memo** that states the program's effective date for continuing students and new admits. This memo is distributed to departments, as well as relevant campus partners:

- **Student Systems & Operations:** Creates an Academic Plan Code and adds the program to the Academic Structure setup in PeopleSoft.
- **Admissions:** Adds the program to the CSU Apply database. Please note that CPP now differentiates the effective date for **continuing students** and **new students**.
 - **New Students:** Program must be approved and added to CSU Apply before October for admissions beginning the following fall.
 - **Continuing Students:** A program approved after October can still have an effective start date for continuing CPP students that does not conform to the admissions cycle.
- **Academic Programs:** Adds the new program to the university catalog and sends proofs along with a drafted 4-year roadmap to the department for review.
- **Registrar:** After the Academic Plan Code has been set and the catalog updated, the Registrar's Office can begin building the Degree Progress Report.
- **Financial Aid:** databases must be updated for student eligibility
- **IT:** databases must be updated and listservs generated around the new program
- **Office of Student Success:** documentation must be developed for academic advisors to ensure that they advise new and continuing students appropriately.

A department should also consider whether it will accept an ADT for the new degree (see [6. ASSOCIATE DEGREE FOR TRANSFER \(ADTs\)](#)). Please work with the Faculty Director of Undergraduate Studies and General Education for further information.

6. ASSOCIATE DEGREE FOR TRANSFER (ADTs)

ADT are a type of **associate degree** that puts students on a pathway to transfer from a community college to the CSU. It guarantees students who follow the ADT “**Transfer Model Curriculum**” (TMC) in their field that they’ll graduate in 60 units at their next institution. The passage of AB 928 requires that California’s Community Colleges (CCCs) automatically place students on ADT pathways when there is an ADT available in the field. This will result in an increase in ADT students over time.

ADTs are an important tool in supporting transfer student success at CPP, and are also valuable for both university and department enrollment. By facilitating and supporting these transfer pathways, a department can encourage additional students to join the program. CPP thus encourages departments to consider accepting ADTs using the TMCs within their discipline as well as TMCs in “adjacent” fields as well (e.g., the Social Work program in CLASS accepts three different ADTs in Sociology, Social Work, and Child and Adolescent Development). [The full list of approved TMCs can be found here.](#)

HOW TO ACCEPT AN ADT

When a department decides it wants to accept a new ADT, they should contact the Faculty Director of Undergraduate Studies and General Education. The Faculty Director will file the paperwork with the Chancellor’s Office by adding the ADT-degree pairing to the “CSU TMC database.” Together, the Faculty Director and the department will draft a 2-year roadmap, which is then posted in the University Catalog.

Appendix A: ECO Guide

In the table below, you will find a breakdown of the current Curriculog ECO form, with the prompt in the left column. As appropriate, we've provided context for each category, clarification and definitions of key terms, and examples of appropriate entries in the right column. The ECO form was revised slightly for AY 24-25.

Prompt	Support
Proposal Type (for modification proposals only)	For all changes to an existing course , use the course import function.
Justification for New Non-GE Course/Modification Summary Description and Justification	Please provide a brief, but detailed summary of the changes made and why the changes are necessary. This is to speed up the evaluation and approval process.
[Curriculog A2, C2 ONLY]	
Establish Articulation	An “articulation agreement” is a formal agreement of course equivalency between CPP and another university (e.g., Mt. SAC’s MATH 130 is equivalent to CPP’s MAT 1050). This is primarily for lower division Community College courses and valuable for reducing course repetitions and petitions for transfer students. When selected, CPP’s articulation officer will reach out to departments with approved courses to review and file necessary paperwork.
Subject Area	
Catalog Number	Please consult both the department’s preexisting course numbers as well as the Restricted Catalog Course Numbers in the Curriculum Guide.
Cross-listed Course	
Dual-listed Course	
Formal Course Title	In the University Catalog (Acalog), the formal course title can be long. In DPRs, transcripts, and schedules (PeopleSoft), the title is limited to 30 characters.
Unit(s)	
C/S Classification <i>Please refer to the link below for the list of C/S Number Categories and Descriptions.</i>	Lectures and Seminars: There are six classifications for lectures and seminars. These are differentiated by the class capacity and the method of instruction. The faculty member earns 1.0 Weighted Teaching Unit (WTU) for each one-hour meeting.

https://www.cpp.edu/academicprograms/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Laboratories: These are courses in which student experimentation and investigation is the primary instructional method. There are two classifications for laboratories, differentiated by discipline. Laboratory courses require a three-hour meeting for one unit of credit. The faculty member earns 2.0 Weighted Teaching Units (WTUs) for each three-hour meeting.

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

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

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

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

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

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

Grading Basis

Repeat for Additional Credit Identify how many times a student can repeat a course to receive *additional credit*. For instance, if you enter “two,” it means a student can take a course up to three times.

This **repeat for additional credit** policy is different from CPP’s **grade forgiveness policy**, where students can repeat the same course to improve their grade. Making a course not repeatable for additional credit does NOT impact whether a student can retake a course for grade forgiveness. Leave this field blank if the course is not repeatable for additional credit.

Repeat for Additional Credit Limit The number of units allowed in the class multiplied times the number of times a student can take it. A 3-unit course that can be repeated for additional credit 2 times (so, 3 total), would mean 9 units (3x3).

If course may be repeated for additional credit, total units applicable to degree and max units per semester

GE Area(s) For GE course proposals, select the appropriate GE category.

[Curriculog C1, C2 only]

When Offered What terms does the department intend to offer the course? This information is used to populate students’ advising tools, the **Schedule Builder** and **Degree Planner**. Please be as accurate as possible.

Course Category, Major/Service/GE, select all that apply. *Major courses are those that are/will be listed on a curriculum within the proposing department. Service courses are those that are/will be listed on a curriculum in another department (proof of consultation required). GE courses are those that are/will be certified for GE.*

Course Description The audience for the course description is students. It should be clear and concise, avoid jargon, acronyms, and filler language (“In this course students will...”), and provide a clear statement of the learning in the course.

Give course description exactly as it should appear in the catalog. Start with action verbs (e.g., “Explores the intersection of...”) and describe the core learning and/or core curricular role of the course accurately and concisely (75 word max).

Do not include attributes in the description (e.g. “Satisfies GE Area B3,” “Must have taken ENG 1103 as a prerequisite”).

Example: **IGE 3300 - Demons, the Undead, and the Monstrous Other (3) [C3]**

Explores personifications of evil through time and in diverse cultures; constructions of the monstrous ‘other’ in art and in religious and political discourse; cross-cultural analysis of ghosts and the narratives of the undead; supernatural horror; the cultural use of demonic encounters; pseudoscientific discourse within cultural contexts;

institutional and cultural use of binary oppositions of good vs. evil. Themes explored mainly through literature, film, and theoretical works.

Corequisites

A corequisite is a course or other requirement that a student must satisfactorily complete during the same semester as this course. The corequisite course(s) should also require that student must satisfactorily complete this course during the same semester.

Identify the requisites for the course. Requisites can include things like specific courses (e.g. "MAT 1100"), curricular categories (e.g. "GE Area A2"), student groups (e.g. "Must be a Biology major," "Junior standing"), or enrollment restriction (e.g. "Instructor permission only"). If there are no requisites, leave blank.

Prerequisites limit enrollment and can impact student's progress toward their degree. Introductory level classes should have few, if any, prerequisites. Departments should be intentional about requisite selection. Prerequisites should only be listed if necessary to ensure students a reasonable chance of successfully completing the course, but not to be so restrictive as to block well-qualified students.

Prerequisites

A prerequisite is a course or other requirement that a student must satisfactorily complete prior to the start of this course.

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

If an enrollment requirement of Consent of Department/Instructor is required, students will have to satisfy the enrollment requirement to register for the course; if they do not satisfy the enrollment requirement, they must obtain a permission number that overrides requisites not met from the academic department to register for the course.

Pre or corequisites

A pre or corequisite is a course or other requirement that a student must satisfactorily complete either prior to or during the same semester as this course.

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

Concurrent Course

A concurrent is a course or other requirement that a student must satisfactorily complete during the same semester as this course. The concurrent course(s) may not require simultaneous enrollment in this course.(i.e., Course X requires enrollment in Course Y in the same term; however, Course Y does not

require enrollment in Course X in the same term.)

III. Course Note(s) (Optional)

Information entered here will appear in the University Catalog and PeopleSoft. Use this with caution.

IV. Expected Outcomes

A. Course Learning Outcomes (CLOs): Provide a list of 3-8 measurable outcomes: the knowledge, skills, and abilities students should possess upon completing the course.

A helpful guide for designing strong learning outcomes can be found here:

<http://assessment.wisc.edu/student-learning-outcomes/writing-student-learning-outcomes/>. For a list of measurable verbs, please visit:
<https://www.cpp.edu/assessment/documents/blooms-cpp-v1.21.pdf>.

Tips for developing CLOs in Curriculog:

- Use a numbered list for ease of mapping below.
- Use measurable verbs and avoid repetition; make sure to map appropriate verbs in Bloom's taxonomy with the course level (e.g. lower order thinking skills in lower division courses).
- CLOs must be measurable knowledges or abilities.

B. Program Learning Outcomes (PLOs): **If this is a major required course**, list the PLOs this course supports. This should be reflected in the program's curriculum matrix as part of the program's assessment efforts reported to the Office of Assessment and Program Review each year.

Program assessment documents are available at <https://www.cpp.edu/assessment/learning-outcomes/program-learning-outcomes.shtml>. For questions regarding program assessment, please contact

Curriculum matrices are essential documents that map how a student learns an outcome over the course of their degree. Matrices can be updated annually, and every new major course should be added to the curriculum matrix. They do not need to be submitted with the ECO, but should be revised and submitted as part of the Curriculum Package distributed to departments in early Fall.

the Office of Assessment and
Program Review
(apr@cpp.edu).

C. General Education Student Learning Outcomes (GE-SLOs): Explain how the course meets the description of the GE SubArea(s) selected above. Provide a list of the GE-SLOs.

In addition to the GE learning outcomes, explain how this course meets the expectations of the subject matter and content expectations of the GE area.

D. CLOs & GE-SLOs Alignment: Describe/provide the alignment of the CLOs to GE-SLOs.

Example

1a. Write effectively for various audiences.

In assignments, exams, and in-class activities students will write for various audiences. The inquiry-based activities that are student designed will be peer and instructor reviewed and revised prior to final submission. Students will write a reflection journal after teaching the lessons in an elementary after school program during the fieldwork component of the course. (SLO 5 and 6)

Students will use science notebooks as a stable location for their work, a record of the information they value, and a means of formative assessment. The notebooks serve as a link between science and literacy and include writing, graphs, tables, and/or drawings that help students make meaning of science learning experiences. Students will also write scientific explanations which link scientific theory with specific observations or phenomena. Students will justify their explanations of phenomena by making claims and supporting those claims with appropriate evidence and reasoning (1d). The instructor will evaluate the student's writing and the student will receive feedback during and after completion of each inquiry-based lab activity.

V. Instructional Materials

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

Instructional materials should be listed primarily to support future faculty in teaching the course. The bibliography should distinguish between **required student materials** (e.g. a standard textbook used across all sections) and **recommended or representative texts** (e.g., "a textbook like the Norton Anthology").

in accepted bibliographic form.

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

VI. Specialized Student Materials: List any special materials that students may need or resources the university must provide. If a student fee is required for materials, please submit documentation that University procedures were followed to approve the fee.

This may include safety equipment, lab equipment, special lab spaces, etc.

VII. Specialized College Facilities: List any specialized facilities/equipment that will be required in order to offer this course, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc. Include whether specialized facility currently exist or need to be constructed.

Optional.

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

Describe the content of the course—e.g, lecture topics, skills taught, assignments, pedagogical methods—that should be common to all sections of the course. These are the minimum standards and expectations that make the course distinct from other courses.

For courses where all sections must adhere to the same syllabus, please provide the common syllabus content outline. For courses where variation might exist between sections, please indicate the core elements common to all sections. For instance, a course's role in the curriculum may be to ensure a particular assignment or outcome is achieved (e.g., passing competency exams, performing a routine, completing a research essay). All sections might differ in content but

all instructors are expected to follow that schedule.

require similar pedagogy (e.g., an activity course might have different community engagements but require instructors provide similar resources).

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

Example (PHY 2120)

Instructional methods in this course are consistent with K-8 teaching methods and strategies. Content will be presented in a manner in which it is embedded with the hallmarks of STEM practices (NGSS) (e.g. asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, obtaining, evaluating, and communicating information). Various instructional methods will be used to help students achieve the expected outcomes. These include:

- Peer teaching
- Development of lesson plans
- Fieldwork

X. Evaluation of Outcomes

A. Evaluation Methods:
Provide a list of methods to be used to evaluate student learning (e.g., written exams, term papers, projects, participation, quizzes, attendance, etc.).

Example

Students are evaluated on the following methods: Oral Presentations, a Midterm and Final Exam, a Scientific Modeling assignment, and a Reflection Journal.

B. GVAR Certification ONLY:
Describe how the course meets GVAR standards.

See GVAR Certification Guide at <https://www.cpp.edu/academic-programs/undergraduate-studies/gvar/>

C. Evaluation Methods & Course Learning Outcomes (CLOs) Alignment: Provide a matrix aligning evaluation methods with CLOs or describe how the evaluation methods support the CLOs.

Example

[Curriculum C1, C2 ONLY]

	CLO 1	CLO 2	CLO 3
Oral Presentations	I,D		D
Midterm and Final Exam	I	I,D	
Scientific Modeling assignment	I	I,D	
Reflection Journal	I		D

D. Evaluation Methods & GE Student Learning Outcomes (GE-SLOs) Alignment: Provide a matrix aligning course evaluation methods with GE-SLOs or describe how the evaluation methods support the GE-SLOs.

[Curriculog C1, C2 ONLY]

Example

	Critical Thinking	Quant. Reasoning	Civic Engagement
Oral Presentations	I,D		D
Midterm and Final Exam	I	I,D	
Scientific Modeling assignment	I	I,D	
Reflection Journal	I		D

Appendix B: Curriculum Exception Memos

Beginning in Spring 2024, all curricular exceptions use a digital “PolyDoc” approval form. Curricular exceptions can only be posted by department chairs or college deans/associate deans. The submitted form will then be reviewed by:

1. Office of Academic Programs
2. Office of Student Success
3. Office of the Registrar

After approval, the originator is notified and the exception is returned to Academic Programs for inclusion in the catalog (if applicable), PeopleSoft coding (if applicable), and advising documentation/platforms (if applicable).

EXCEPTION MEMO EXAMPLE

Issue: Students graduating in Spring 2024, Summer 2024 and Fall 2024 who are under the 2019-2020 and 2020-2021 curriculum years have DPR deficiencies due to changes in the curriculum.

Solution: Use the following courses to fulfill the course content and unit requirements in their core courses on their DPR:

- Use any excess units or units in unused at the 4000 level to fulfill missing units in ARC electives.
- Use ARC 3010A to satisfy ARC 3010 and ARC 3020A to satisfy ARC 3020.
- Fulfill the portfolio requirement on the DPR. Students have satisfied this requirement.

Use any unused units or excess core units to satisfy ARC unit deficiencies. Effective Date: This memo has the effective begin date of Spring 2024.

Appendix C: Types of Undergraduate Degree Programs

All 4-year undergraduate degrees shall be comprised of no more than 120 units (except for programs granted an exemption by the Chancellor's Office in accordance with Title 5; e.g., Bachelor of Fine Arts, Bachelor of Architecture) and that the total degree units will be made up of GE units, major units and unrestricted electives.²⁷ Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.²⁸ All degree programs will be approved via the Cal Poly Pomona Academic Senate, the President or their delegate, and the Chancellor's Office. All options, emphases, certificates, and minors will be approved via the Cal Poly Pomona Academic Senate and the President or their delegate.

A degree program is made up of two course categories:

- Major Required, “Core” courses
 - Subplan/Option Required courses, as applicable
- Major Electives
 - Subplan/Option Elective courses, as applicable

All units not accounted for in the Major are considered “Unrestricted Electives” or designated toward General Education and graduation requirements.

Definition of Major Required “Core” Courses: The common set of courses that are either required for all options within a major, or achieve the learning outcomes common to all options within a major. These courses must comprise 51% or greater units in the Major, in accordance with EO 1071, and each course used to satisfy the learning outcomes of the program core should easily be associated with the major's CSU program code, CSU Generic Title, and Classification of Instructional Programs (CIP) definition. Information regarding these items is located on the Chancellor's Website (CSU Codes to CIP2020; XLS/PDF).

- It is possible for a group of courses to achieve the same set of learning outcomes, even if not all students are required to complete exactly the same set of core courses.
- The allowable portion shall be interpreted flexibly for programs that need to comply with state requirements for teacher credentialing, discipline-specific accreditation requirements, or other external regulations. However, all students must be provided equal opportunity to achieve all program learning outcomes.
- Culminating experience units, when required as part of a program and addressing the same learning outcomes for all options, shall be considered as part of the program core.²⁹

²⁷ AS-2465-145-AP Definition and Guidelines for Undergraduate Degree Programs for Semester Model

²⁸ EO 1100 Article II section 6 (8/23/17)

²⁹ AS-2812-189-AP Update to Definitions and Guidelines for Degree Program Structure for Semester Model

- Core courses can include courses that are “double-counted” to satisfy GE and major requirements, but shall not include courses only taken to satisfy GE requirements.

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

BACHELOR OF ARTS (BA)

The purpose of the BA degree is to provide the student with a balanced and coherent liberal arts education with appropriate grounding in a recognized discipline or interdisciplinary fields of study. The degree is characterized by breadth (i.e., opportunities for electives outside the major) and flexibility. A Bachelor of Arts degree requires 120 semester units with at least 24 semester units of courses within the major, of which at least 12 must be upper division.³⁰

BACHELOR OF SCIENCE (BS)

The Bachelor of Science degree has the same primary objective as the Bachelor of Arts degree, but it is grounded in scientific principles and methodology, and emphasizes technical or professional components. It is more specialized than the Bachelor of Arts degree, and is generally more career specific. A Bachelor of Science degree requires 120 semester units with at least 36 semester units of courses in the major, of which at least 18 must be upper division. Major courses are not restricted to those with the major departmental prefix(es), but it is expected that the major will generally consist of such courses.³¹

BACHELOR OF FINE ARTS (BFA) AND BACHELOR OF MUSIC (BM)

The Bachelor of Music³² degree or the Bachelor of Fine Arts³³ degree requires a minimum of 120 semester units and no more than 132 semester units shall be required, unless the Chancellor grants an exception. The BFA and BM shall contain maximum 70 semester units of courses in the major, with at least one-fourth of these units devoted to theory and content as distinguished from studio, production, and performance.

BACHELOR OF ARCHITECTURE (BARCH)³⁴

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

³⁰ California Code of Regulations, Title 5, 40500

³¹ California Code of Regulations, Title 5, 40501

³² California Code of Regulations, Title 5, 40506

³³ California Code of Regulations, Title 5, 40506

³⁴ California Code of Regulations, Title 5, 40505

Appendix D: Types of Graduate Degree Programs

A master's degree program consists of a minimum of 30 semester units of approved graduate work completed within a maximum of seven years.³⁵ Not less than 60% of the units required for the master's degree shall be in courses organized primarily for graduate students. Not less than 70% of major units shall be completed in residence. Not more than six semester units shall be allowed for a thesis or project.

Programs shall contain a collection of specified core courses that all students in the program complete for the degree. The purpose of the core curriculum is to ensure that there are sufficient opportunities for students to achieve the program's learning outcomes. Master's programs must conform to EO 1071, with core courses comprising the majority of the units in the degree program.³⁶

All courses for a Master's program shall normally be at the 4000 level or higher, but students may take 3000 level courses as needed if approved by the program's graduate coordinator. Culminating Experience units cannot be used to substitute for Core nor Elective units.³⁷

MASTER OF ARTS (MA)

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

MASTER OF SCIENCE (MS)

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

PROFESSIONAL MASTER'S DEGREE

Master's degrees in designated professional fields (such as Architecture) are designed to prepare individuals to enter specific career fields. These degree programs, commonly considered training for practitioners, provide appropriate foundation study in arts and science curricula necessary to support

³⁵ California Code of Regulations, Title 5, 40510 and AS-2490-156-AP Proposed Master's Degree Structure Under Semester Calendar

³⁶ AS-2812-189-AP Update to Definitions and Guidelines for Degree Program Structure for Semester Model

³⁷ AS-2833-189-AP Master Programs: Use of Culminating Experience Units

the acquisition of professional knowledge and skill in the specific content areas. These programs are limited to a 90-unit maximum.

DOCTOR OF EDUCATION DEGREE (EDD)

The Doctor of Education degree prepares administrative leaders for possible service in the public elementary and secondary schools or community colleges.³⁸ The program shall focus on the knowledge and skills needed by administrators to be effective leaders in California public schools and community colleges. The program shall be offered through partnerships in which California public elementary and secondary schools and community colleges, as appropriate, shall participate substantively in program design, candidate recruitment and admissions, teaching, dissertation development, and program assessment and event and shall enable professionals to earn the EdD degree while working full time. The curriculum shall be organized as a cohort-based program.

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

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

INTEGRATED TEACHER EDUCATION PREPARATION PROGRAMS (ITEP)

The term "integrated teacher preparation program"³⁹ means a curriculum (a) that incorporates general education, a major, subject-matter preparation for teaching in elementary and/or secondary schools, professional preparation for teaching in elementary and/or secondary schools, and any other graduation requirements, and (b) in which students make progress concurrently toward a baccalaureate degree and a recommendation for a preliminary basic teaching credential, given satisfactory completion of the requirements for each. The components of an integrated teacher preparation program (i.e., general education, a major, subject-matter preparation for teaching in elementary and/or secondary schools, professional preparation for teaching in elementary and/or secondary schools, and any other graduation requirements) need not be mutually exclusive. An individual course within an integrated teacher preparation program may contribute to completion of more than one of these components.

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

³⁸ California Code of Regulations, Title 5, Sections 40511 and 40512

³⁹ California Code of Regulations, Title 5, Sections 40520-40523

requesting, reviewing, and granting these exceptions shall be developed by the Chancellor, in consultation with the Academic Senate of the California State University.

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

DUAL DEGREE PROGRAMS

Consistent with policy established by our regional accreditor, the WASC Senior College and University Commission (WSCUC), California State University campuses shall not enter into agreements to offer “dual degrees,” through which two or more institutions collaborate to provide a single degree program curriculum, the completion of which results in two or more degrees being awarded, one by each participating institution. For the purposes of CSU policy, it is important that two degrees not be awarded separately by two different institutions in recognition of essentially the same body of work; the title of the degrees awarded is not taken into consideration.⁴⁰

JOINT DEGREE PROGRAMS

Programs in which multiple institutions collaborate to offer the curriculum required to earn a single degree that is awarded jointly by the partner institutions. Education Code 66010.4(b) authorizes the California State University to award doctoral degrees jointly with the University of California or jointly with independent institutions of higher education in California. Title 5 section 40100.1 authorizes CSU campuses to develop cooperative curriculum leading to a joint CSU bachelor’s, master’s, and doctoral degrees (within degree granting authorizations established in California Education Code).⁴¹

CULMINATING EXPERIENCES

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

Theses: A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or

40 CSU Coded Memorandum AA-2012-04 and WSCUC Dual Degrees Policy

41 CSU Coded Memorandum AA-2012-04 and WSCUC Joint Degrees Policy

recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

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

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

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

Types of projects may include but are not limited to:

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

The Project Committee will be most concerned with the way the material is researched, organized, developed, and presented. The written document describing the project shall be filed in the Library. In cases where the project is a manual or handbook, the project itself is placed in the appendix, while sections in the main body of the text are tailored to introduce, justify, and validate the study or creative effort.

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

Comprehensive Exams: A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate a mastery of the subject matter. The results of the examination evidences independent thinking,

appropriate organization, critical analysis, and accuracy of documentation. Comprehensive exams test a student's ability to think and write under a time constraint that parallels the demands student will face in their professional careers.

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

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

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