

Cal State
Channel
Islands



ACADEMIC PROGRAMS OFFICE

Curriculum Development Handbook

*A practical guide for choosing a curriculum pathway, preparing a complete proposal, and
anticipating connected impacts.*

ACADEMIC YEAR 2026–2027 | VERSION 2

Developed by the Academic Programs Office

Welcome and Before You Begin

The Academic Programs Office supports faculty and academic staff as they develop, revise, and implement curriculum at CSU Channel Islands. This handbook is the starting point for choosing the right proposal pathway and preparing a complete submission.

How this handbook and the website work together

The handbook helps you decide what to do and what to prepare. [Curriculog](#) is the live source for active proposal forms and built-in approval workflows. The [Program Development webpage](#) provides annual timelines, templates, policy links, training, and other supporting resources.

Academic Senate policies guide campus academic practices once approved by the President, but they may be superseded by state law, CSU policy, or executive orders.

[Use the curriculum policy page](#) whenever a decision depends on a campus policy requirement.

Bring these details to an early consultation

- The proposal you are considering and the reason for it
- The desired implementation term
- Courses, programs, roadmaps, student populations, or other units that may be affected
- Any draft materials already in progress, such as a syllabus, roadmap, course list, or proposal narrative

ORIENTATION

How to Use This Handbook

*Start with the question you are trying to answer. The handbook gives you a pathway; **Curriculog** holds the active forms and workflows, while the **Program Development webpage** holds current timelines, templates, and policy/resource links.*

[Back to Contents](#) | Live forms, timelines, resources, and policy links: **[Program Development webpage](#)**

This handbook is intentionally not a duplicate of Curriculog or the Academic Programs website. Use it to identify the right proposal pathway, understand the preparation work, notice connected impacts, and avoid common delays. Then use **Curriculog** for the active form and workflow and the **Program Development webpage** for current timelines and supporting resources.

Use the handbook in three steps

1. Identify what you are trying to create, revise, inactivate, or designate.
2. Follow the matching pathway and use its checklists before launching a proposal. Each pathway includes bold links to additional handbook guidance that may apply before you submit.
3. Confirm current deadlines and materials on the Program Development webpage, then consult Academic Programs early when the proposal has broad or complex impacts.

NAVIGATION

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Live Resources & Links

Use this page as the handbook's connection point to current, detailed, and frequently updated information. The handbook explains how to choose and prepare a curriculum pathway; the linked resources below provide the current forms, timelines, policies, examples, and implementation guidance.

Start with the [Program Development webpage](#) for curriculum guidance, annual timelines, templates, policies, and related campus resources. Use [Curriculog](#) for the active proposal forms and workflows, and the Curriculum Committee Resources page for Curriculog training/instructions and faculty development resources used while preparing proposals.

Current curriculum process resources

- [Curriculum Timelines](#) — review current proposal deadlines, approval paths, and implementation timing before selecting an effective term.
- [Curriculog](#) — launch, route, and track curriculum proposals.
- [Curriculog Canvas Training](#) — complete the Curriculog Basics for Everyone module before submitting proposals to the Curriculum Committees.
- [Curriculum Development Guidelines](#) — general guidance for developing complete curriculum proposals.
- [CSU Degree Program Proposal and Approval Flowchart](#) — overview of the CSU degree-program development and approval process for bachelor's and master's degrees.
- [Curriculum Committee Resources](#) — Curriculog Canvas training, Curriculog Basics and instructions, course/program development resources, learning-outcome guidance, and committee resources.
- [Academic Senate](#) — current governance information, policies, resolutions, committees, agendas, and minutes.
- [Curriculum-Related Academic Senate Policies & Resolutions](#) — authoritative policy index for course and program development, GE, graduation requirements, cross-listing, catalog rights, and curriculum approval processes.

Academic planning, programs, and compliance

- [Academic Master Plan](#) — institutional planning context for new degree development.
- [Chancellor's Office Academic Program Planning and Development](#) — CSU-level information for developing a new program or modifying an existing program. Campus login may be required.
- [WSCUC Substantive Change Screening Form](#) — use when a proposal may require WSCUC review. Submit the screening form to the campus ALO as the first step.
- [CSUCI Academic Program Learning Outcomes](#) — reference institutional learning outcomes while developing or revising program materials.

GE, graduation, roadmaps, and advising

- [Graduation and General Education Requirements](#) — current GE patterns, graduation requirements, conversion guidance, and advising resources. Use this page rather than relying on copied requirement language in this handbook.
- [Academic Roadmaps](#) — current student-facing roadmaps and advising resources.

Assessment, review, and transfer

- [Assessment](#) — assessment planning, program-level assessment, course-level assessment, GE assessment, and training resources.
- [Program Review](#) — current program review process and supporting materials.
- [Articulation](#) — articulation, transfer credit, ASSIST, TES, and Transfer Model Curriculum (TMC) information.

Catalog, contacts, and additional support

- [CSUCI University Catalog](#) — confirm current catalog language, course numbers, requirements, and roadmaps before proposing changes.
- [Academic Programs Office Team](#) — current office contacts and related Academic Programs resources.

How to use these links: When the handbook identifies a GE, graduation, timeline, articulation, assessment, WSCUC, Chancellor's Office, or catalog consideration, use the corresponding live resource above to confirm the current requirement before you submit.

DECISION GUIDE

Start Here: What Are You Trying to Do?

Choose the outcome first. This section routes you to the right form family and the questions to ask before you begin.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Curriculum work often becomes delayed because a proposal starts with the form rather than the intended change. Begin with the outcome you need, then identify every course, program, pathway, and designation that may be affected.

THINK IN PROPOSAL PACKAGES: One curricular decision may require more than one proposal. For example, changing a required course may also require a program modification, roadmap update, crosslisted course proposal, or other related action. Identify the full package before launching individual proposals.

If you are trying to...	Start with...	Go to...
I want to add a course to the catalog.	3a. New Non-GE Requirement Course Proposal or 3b. New GE Course Proposal	Pathway 1
I want to change title, units, requisites, modality, description, or outcomes for a course.	4a. Non-GE Requirement Course Modification/Inactivation Proposal or 4b. GE Course Modification/Inactivation Proposal	Pathway 2
I want to remove a course from the catalog. (inactivate)	4a. Non-GE Requirement Course Modification/Inactivation Proposal or 4b. GE Course Modification/Inactivation Proposal	Pathway 3
I want to add, revise, or renew a GE /UDGE designation.	3b. New GE Course Proposal or 4b. GE Course Modification/Inactivation Proposal	Pathway 4
I want the same course to carry more than one prefix.	Use the applicable 3a/3b or 4a/4b course form and Curriculum crosslisting process	Pathway 5
I want to change requirements, electives, units, PLOs, or structure in an existing program.	5a. Program Modification/Inactivation Proposal	Pathway 6

If you are trying to...	Start with...	Go to...
I want to create a degree program.	2a. AMP Short Form, then 2b. Long Form - New Program Curriculum Proposal	Pathway 7
I want to create or elevate a subprogram, minor, certificate, or completion degree.	Use 5b/5c/5d or 6a/6b/6c, depending on the proposed action	Pathway 8

CONSULT EARLY Before beginning a complex proposal, contact Academic Programs. Early consultation is especially important for new programs, changes to program structure or units, GE/UDGE, crosslisted courses, TMC programs, and proposals that may affect accreditation, financial aid, scheduling, or student progression.

Questions to answer before choosing a form

- Is this a course-level change, a program-level change, or both?
- Does the change affect a roadmap, prerequisite sequence, catalog requirement, or student time to degree?
- Does the course appear in another program or carry a crosslist, GE/UDGE designation, or graduation requirement?
- Does the program align with a Transfer Model Curriculum or require articulation review?
- Will the proposal need a transition or teach-out plan for currently enrolled students?

PLANNING

Planning Your Timeline and Approval Path

Live resource: Current timeline: [Curriculum Timelines](#) Use the live timeline page to confirm deadlines, routing, and the intended implementation year.

Work backward from the desired catalog and implementation term. Timely, complete submissions protect review time and reduce the risk of deferral.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

The annual curriculum timeline is published and maintained on the Program Development webpage. Because dates, forms, and routing can change, this handbook does not repeat a fixed annual calendar. Instead, use the planning sequence below and confirm current milestones before you launch a proposal.

Plan backward from implementation

1. Identify the desired effective term and catalog year.
2. Review the current annual timeline and allow time for department, college, committee, and technical review.
3. Schedule an early consultation if the proposal is complex or has broad impacts.
4. Gather supporting materials and verify that connected changes are being submitted together.
5. Launch only when the proposal is complete enough to move through workflow without avoidable returns.

Life of a curriculum proposal

Stage	Purpose	What the proposer should do
1. Concept and consultation	Clarify the change and select a pathway.	Meet with relevant faculty and Academic Programs; identify related courses, programs, and external requirements.
2. Preparation	Build a complete, internally consistent package.	Draft catalog language, outcomes, syllabus, roadmaps, crosswalks, and supporting materials.
3. Curriculog submission	Initiate official review.	Use the correct form; complete all fields; upload required materials; validate and launch.
4. Department and college review	Confirm academic ownership and feasibility.	Respond promptly to questions and maintain consistency across related proposals.
5. Committee review	Evaluate academic, policy, and GE/program implications.	Address feedback substantively and avoid altering one linked proposal without updating the others.

Stage	Purpose	What the proposer should do
6. Technical review and catalog implementation	Verify final data and coordinate publication.	Confirm final catalog language, effective term, implementation details, and student transition plan.

AFTER YOU LAUNCH: Continue to monitor your proposal and respond to questions or requested revisions during review. If changes are made to one part of a connected proposal package, confirm that related proposals and supporting documents remain consistent. Approval completes the curriculum review process, but implementation may also require coordinated updates to the catalog, roadmaps, advising materials, articulation, scheduling, systems, or student transition plans.

RELATED GUIDANCE: [Degree & Program Structure](#) | [Roadmaps & Student Sequencing](#) | [Articulation, C-ID & TMC](#) | [Technical Review & Final Self-Check](#)

IMPORTANT A proposal can be returned at any point when information, documentation, or connected impacts are incomplete. Complete proposals move more predictably; late or incomplete proposals may be deferred.

PROPOSAL PATHWAY

Pathway 1: Create a New Course

Use this pathway to add a new undergraduate or graduate course to the catalog. A new course may also require program, GE, crosslist, articulation, or roadmap work.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Academic Senate policy check: Review curriculum-related course policies before finalizing course numbering, cross-listing, repeatability, or service-learning elements. If online delivery is proposed, review the [Policy for On-line Teaching and Learning](#).

Use this pathway when...

you are adding a new catalog course, whether or not it will initially be scheduled. If the course will carry a GE/UDGE designation, also review Pathway 4.

Choose this form

FORM Use 3a. 2026-2027: New Non-GE Requirement Course Proposal for a non-GE course or 3b. 2026-2027: New GE Course Proposal for a course seeking GE/UDGE designation.

Before you begin

- Use [Advanced Search](#) in the current [University Catalog](#) to check the proposed course number, and contact Academic Programs to confirm that the number has not been used by an inactivated course. Clearly identify a new prefix in the proposal. Course numbers may not be reused, and new prefixes require additional system setup before implementation.
- Identify the academic owner, course level, units, grading basis, mode of instruction, course delivery mode, review committee, and desired implementation term. Use the CSU Course Classification and CSU Definition of Credit Hour when determining course classification, instructional hours, and units. Defining these elements early helps determine the correct proposal details and approval path.
- Identify whether the course will be required or elective in an existing or proposed program. This determines whether related program and roadmap changes may also be needed.
- If the course is or will be crosslisted, contact Academic Programs before proceeding. Crosslisted proposals require coordinated setup and routing for each prefix. Also identify any GE/UDGE, articulation, new-program, or program-modification work connected to the course so related proposals can be planned together.

Prepare these materials

- **Catalog title and description:** Review similar courses in the current University Catalog for examples of wording and format. Keep the title concise and make the catalog description clear and student-facing; the current course forms call for approximately three to four sentences and a maximum of 100 words.

- **Student learning outcomes, course content, and assessment plan:** Develop measurable SLOs that describe what students will be able to demonstrate after completing the course; four to eight SLOs are recommended unless an external requirement applies. Use [Elements of Bloom's Taxonomy](#) and [Writing Quality Learning Objectives](#) for guidance. Prepare a numbered or clearly organized course-content outline, show how the course SLOs align with program learning outcomes, and identify how each SLO will be assessed.
- **Sample syllabus, sources, and instructional resources:** Prepare a syllabus that matches the proposal information. Identify the sources and instructional resources requested in the form so reviewers can see that the course content and delivery are feasible.
- **Rationale:** Briefly explain the academic need for the course, how it supports the program or curriculum, and the context in which it is expected to be offered. Include enough information for reviewers outside the discipline to understand the purpose of the proposal.
- **Connected proposal materials:** Prepare any program, roadmap, GE, or crosslist materials affected by the new course. These materials help reviewers see the complete curricular change rather than the course in isolation.

Check related impacts

- Test all prerequisites, corequisites, and enrollment restrictions against the intended student pathway. Students must be able to meet each requirement before reaching the course in the roadmap.
- Identify every program that will include the course and consult the affected Program Chair(s) before submission. If adding the course would make an existing catalog program inaccurate, a 5a Program Modification/Inactivation Proposal is also required. Discuss program and student impacts with Advising when applicable.
- Consult the Articulation Officer when the course may have transfer or articulation implications. Early review can identify issues that may affect transfer agreements or student pathways.
- Coordinate all crosslisted versions so each prefix is properly linked and substantively identical. Differences between versions can create approval, catalog, and implementation problems.

Common pitfalls

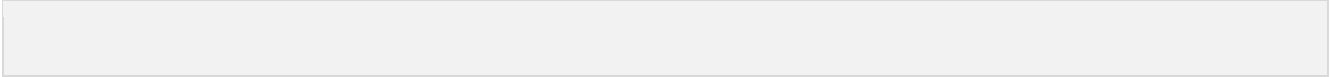
- Starting development before checking the course number or identifying a new prefix. Number conflicts and unflagged new prefixes can delay technical setup and implementation.
- Writing outcomes that describe what the instructor will do instead of what students will be able to demonstrate.
- Using a week-by-week syllabus schedule as the topical outline. The proposal should include a clear overview of the course content rather than only a semester schedule.
- Adding requisites without testing the full student pathway. A requirement that cannot be completed in sequence can block student progress.
- Submitting the course without related program or roadmap changes. If the new course changes a student pathway, the connected curriculum should be updated at the same time.

Timeline and approval path

Review the current annual curriculum timeline before selecting an implementation term. New courses supporting a new or modified program should be developed and submitted on a coordinated schedule.

Workflow: 3a routes from Originator → Program Chair → applicable Local Curriculum Committee → Dean → Academic Programs Technical Review → Academic Programs Catalog Review. 3b also includes GE Committee review.

RELATED GUIDANCE: [Roadmaps & Student Sequencing](#) | [Articulation, C-ID & TMC](#) | [Technical Review & Final Self-Check](#)



PROPOSAL PATHWAY

Pathway 2: Modify an Existing Course

Use this pathway when an existing catalog course needs a substantive or catalog-level update.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Academic Senate policy check: Review curriculum-related course policies when revising course numbering, repeatability, cross-listing, or other regulated catalog elements. If the change affects online delivery, review the [Policy for On-line Teaching and Learning](#).

Use this pathway when...

you are changing a course title, description, units, requisites, modality, outcomes, repeatability, grading, or another element of the existing course. Use the GE/UDGE pathway when the course carries a GE designation or the change involves GE recertification or designation.

Choose this form

FORM Use 4a. 2026-2027: Non-GE Requirement Course Modification/Inactivation Proposal for a non-GE course or 4b. 2026-2027: GE Course Modification/Inactivation Proposal for a GE/UDGE course.

Before you begin

- Use [Advanced Search](#) in the current [University Catalog](#) to review the course and its program placements, then import the course from the current catalog into Curriculog before making changes. This creates the required baseline for the modification.
- If the course is crosslisted, contact Academic Programs before proceeding. Then identify every program placement, roadmap, and linked prefix affected by the change so all related curriculum can be coordinated.
- Identify any companion program modification, roadmap update, or student transition/teach-out work. Connected changes should be planned together so approved curriculum remains consistent.
- Check for graduation, GE/UDGE, articulation, or TMC implications before selecting the form and finalizing the change. These designations may require additional review or parallel documentation.

Prepare these materials

- **Summary and rationale:** State clearly what is changing and why. Include enough context for reviewers to understand the academic purpose and scope of the modification.
- **Updated catalog description, outcomes, and syllabus:** Revise only the materials affected by the change, and make sure the wording is consistent across the proposal and supporting documents. If outcomes are changing, use [Elements of Bloom's Taxonomy](#) and [Writing Quality Learning Objectives](#) for guidance.

- **Program and student impact information:** Use Catalog Advanced Search to identify every program that includes the course. Consult each affected Program Chair and submit a 5a Program Modification/Inactivation Proposal when the program would otherwise become inaccurate. Consult Advising about affected programs and students, as required by the form.
- **Revised roadmap and companion program materials:** Update these when the course change affects a requirement, unit total, prerequisite sequence, or recommended semester placement.

Check related impacts

- Review every program that requires or recommends the course. A course-level change may alter program requirements, units, sequencing, or advising information.
- Update every crosslisted prefix with matching course information. Crosslisted versions must remain aligned through modification and implementation.
- Test prerequisite chains, Degree Planner logic, and roadmap placement after the proposed change. Students should still be able to progress through the curriculum in the intended sequence.
- Review articulation and TMC status when transfer students rely on the course. Changes to course content, units, or requisites may affect transfer alignment.

Common pitfalls

- Changing units, prerequisites, or required status without updating the affected program. Course and program requirements can become inconsistent if the related proposals are not submitted together.
- Updating only one crosslisted version. All linked prefixes should remain substantively identical.
- Treating the modification as isolated when it affects roadmaps, advising, transfer, or student completion. Review the full student pathway before submitting.
- Submitting a course modification without addressing its GE/UDGE implications. Use 4b. 2026-2027: GE Course Modification/Inactivation Proposal when the course carries GE/UDGE or the change involves its GE/UDGE designation.

Timeline and approval path

Confirm the current annual deadline and plan enough time for connected program or GE review.

Workflow: 4a routes from Originator → Program Chair → applicable Local Curriculum Committee → Dean → Academic Programs Technical Review → Academic Programs Catalog Review. 4b also includes GE Committee review.

RELATED GUIDANCE: [Roadmaps & Student Sequencing](#) | [Articulation, C-ID & TMC](#) | [Technical Review & Final Self-Check](#)

PROPOSAL PATHWAY

Pathway 3: Inactivate a Course

Use this pathway to formally remove a course from the catalog when it is no longer offered or needed.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Academic Senate policy check: [Review catalog-rights and curriculum process policies](#) when planning removal timing, student transition, or catalog impacts.

Use this pathway when...

a course should no longer be available in the catalog or scheduling system.

Choose this form

FORM Use 4a. 2026-2027: Non-GE Requirement Course Modification/Inactivation Proposal or 4b. 2026-2027: GE Course Modification/Inactivation Proposal, depending on the course designation.

Before you begin

- Use [Advanced Search](#) in the current [University Catalog](#) to identify every program, minor, certificate, roadmap, and elective list that references the course, then import the current course into Curriculog. Each use must be addressed before the course is inactivated.
- Check whether students may still need the course to complete an existing requirement, including whether it has been offered recently. This helps determine the appropriate removal timing and transition support.
- Decide whether a replacement course, substitution, or other transition plan is needed. Students with existing catalog rights must still have a workable path to completion.
- If the course is crosslisted, contact Academic Programs before proceeding and coordinate the inactivation of every linked prefix. Also consult affected Program Chairs and Advising when the course serves other programs or student pathways.

Prepare these materials

- **Justification for inactivation:** Briefly explain why the course is being removed and the academic or curricular context for the decision.
- **Impacted programs and pathways:** List every known requirement, elective list, roadmap, or related curriculum location that uses the course so reviewers can see what must be updated.
- **Effective term and student transition information:** Identify when the course should be removed and how students who may still need it will complete their requirements.
- **Companion changes:** Prepare any program, roadmap, catalog, or crosslist revisions required by the inactivation. The course should not remain in student-facing requirements after it is removed.

Check related impacts

- Remove or replace the course in all required and elective program lists. Leaving it in an approved requirement can create a curriculum students cannot complete as written.
- Update roadmaps and advising materials that include the course. Student-facing guidance should match the approved curriculum.
- Review the needs of current students with catalog rights or incomplete requirements. An inactivation should include a workable completion path for affected students.
- Review articulation and transfer references when applicable. Removing a course may affect documented transfer relationships or transfer pathways.

Common pitfalls

- Inactivating the course before removing or replacing it in related programs. This can leave an unavailable course in an active student requirement.
- Removing the course without planning for students who still need it. Current students may require a substitution, transition plan, or other completion option.
- Removing only one crosslisted version or overlooking use by another academic area. Shared curriculum should be coordinated across all affected owners.
- Treating inactivation as only a scheduling decision. Removing a course changes the catalog and may affect program requirements, advising, and student pathways.

Timeline and approval path

Use the annual timeline and effective-term guidance on the [Program Development webpage](#). Allow enough time to coordinate related catalog changes and student communication. The approval workflow follows the applicable 4a or 4b course modification/inactivation route.

RELATED GUIDANCE: [Roadmaps & Student Sequencing](#) | [Articulation, C-ID & TMC](#) | [Technical Review & Final Self-Check](#)

PROPOSAL PATHWAY

Pathway 4: Propose or Update GE/UDGE

Live resource: Current GE and graduation guidance: [Graduation and General Education Requirements](#)
Use the Academic Advising page to confirm the current GE pattern, graduation requirements, and related policy reminders.

Use this pathway for a new GE/UDGE course, a GE designation change, or a course modification or recertification involving GE/UDGE.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Academic Senate policy check: [Review GE and graduation requirement policies](#) alongside the live Academic Advising GE and graduation requirements page before selecting a designation or implementation term.

Use this pathway when...

you are seeking a new General Education or Upper Division General Education designation, changing a GE/UDGE course, or completing a required GE review or recertification process.

Choose this form

FORM Use 3b. 2026-2027: New GE Course Proposal for a new GE/UDGE course or 4b. 2026-2027: GE Course Modification/Inactivation Proposal for changes to an existing GE/UDGE course. For required GE recertification that is not a new course or course modification, confirm the current process with Academic Programs before beginning.

Before you begin

- Identify the requested GE or UDGE area and review the current GE learning outcomes before drafting the course SLOs. The proposal must show direct alignment between the course outcomes and the applicable GE outcomes.
- Identify whether the course is new, existing, or crosslisted and include all related versions. This determines the proposal package and helps keep linked course information consistent.
- Review the current [GE requirements](#), offering expectations, and committee timeline before developing the proposal. GE courses must be offered at least once every two academic years. For UDGE, confirm the required Golden Four prerequisite and make sure no additional prerequisites conflict with the current GE policy.
- Identify any other graduation requirement the course is intended to satisfy. Multiple designations can affect proposal documentation, catalog presentation, and student degree planning.

Prepare these materials

- **GE-aligned student learning outcomes:** Include the required number of course SLOs aligned with the applicable GE outcomes and identify the GE outcome at the end of each aligned SLO. Current forms call for at least two aligned SLOs for GE Areas 1–5, at least three for Area 6, and two to three for UDGE.
- **GE criteria responses:** Complete the criteria fields for each selected GE outcome with a brief explanation of how the course will meet that outcome. The explanation should connect the proposed course design to the specific GE learning outcome.
- **Course assessment plan:** Show how the course SLOs and GE SLOs will be assessed through assignments, activities, materials, or other evidence. The assessment plan should make the connection between the stated outcomes and the evidence of student learning clear.
- **Course materials:** Prepare the course-content outline and sample syllabus, and make sure the SLOs, assessment plan, GE criteria responses, and syllabus describe the same course. Complete any applicable Mission Category information required by the form.
- **Companion course or program changes:** Prepare related proposals when the GE action changes a curriculum pattern, requirement, or student pathway.

Check related impacts

- Confirm that the course can be offered at least once every two academic years and at a frequency that supports the intended student pathway.
- Check the UDGE level and placement in student roadmaps. The course should appear where students can meet applicable requirements and prerequisite sequencing.
- Keep all crosslisted versions consistent. GE/UDGE designation and supporting course information should align across linked prefixes.
- Review program and transfer impacts when the designation changes how students satisfy a requirement. The change may affect roadmaps, advising, or transfer pathways.

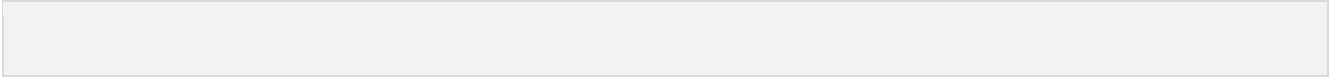
Common pitfalls

- Selecting a GE/UDGE area without showing direct alignment to its learning outcomes. The proposal should demonstrate the connection rather than rely on course topic alone.
- Listing GE outcomes without explaining how the course will meet them. Complete each applicable criteria field and make the relationship between the course SLOs, GE SLOs, and assessment plan clear.
- Submitting a GE/UDGE change on a non-GE form. Use 3b. 2026-2027: New GE Course Proposal for a new GE course or 4b. 2026-2027: GE Course Modification/Inactivation Proposal for an existing GE course.
- Placing UDGE without checking prerequisite and upper-division sequencing. The roadmap should allow students to complete the requirement at an appropriate point in the degree.

Timeline and approval path

GE/UDGE review follows the current annual timeline and committee schedule. Submit related course and program changes together. **Workflow:** 3b and 4b route from Originator → Program Chair →

applicable Local Curriculum Committee and GE Committee → Dean → Academic Programs
Technical Review → Academic Programs Catalog Review.



PROPOSAL PATHWAY

Pathway 5: Propose a Crosslisted Course

Live resource: Transfer and articulation guidance: [Articulation](#) Consult the Articulation page early when a crosslisted course may affect transfer, ASSIST, TES, or TMC patterns.

Use this pathway when one course will carry two or more prefixes. Crosslisting requires coordinated, linked work across each participating academic owner.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Academic Senate policy check: [Review the cross-listing policy](#) before launching linked proposals so ownership, content, and review expectations are clear.

Use this pathway when...

you are creating or revising a course that will be offered under two or more prefixes, or when an existing course needs a crosslisted counterpart.

Choose this form

FORM Use the applicable 3a/3b new-course form or 4a/4b course modification/inactivation form, then follow Curriculog's crosslisting process so a linked proposal is created for every prefix.

Before you begin

- Contact Academic Programs before proceeding with a new or modified crosslisted course. Curriculog requires coordinated setup for the linked proposals, and each prefix must be routed through the appropriate academic review.
- Identify the primary academic owner and every participating department or program. Clear ownership helps coordinate approvals, future changes, and ongoing course maintenance.
- Confirm with Academic Programs which Local Curriculum Committee will review each prefix. Different academic owners may require different routing.
- Agree on one title, description, unit value, outcomes, assignments, topical outline, and set of requisites for all prefixes. Crosslisted versions should represent the same course.

Prepare these materials

- **Linked course proposals:** Prepare a linked proposal for every prefix using the current crosslisting process. Each catalog version must be represented in the approval package.
- **Matching course documentation:** Use the same course content and supporting materials across all linked proposals so the versions remain substantively identical.
- **Departmental and GE documentation:** Include the support and GE materials required for the participating prefixes, when applicable, so each review path has the information it needs.

- **Crosslist relationship statement:** Briefly explain how the prefixes relate and identify any affected programs. This gives reviewers context for the shared course structure.

Check related impacts

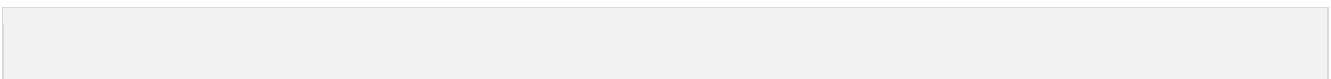
- Confirm committee routing for every prefix. Each linked proposal must reach the appropriate reviewers for its academic owner.
- Maintain crosslist consistency whenever the course is later revised. A change to one version should be reflected in all linked versions.
- Review enrollment, scheduling, program ownership, and catalog display. Crosslisting affects how one course is represented and managed across multiple academic areas.
- Coordinate GE/UDGE and articulation documentation when applicable. Linked versions should not create conflicting designation or transfer information.

Common pitfalls

- Treating the crosslist as a note instead of creating all required linked proposals. Each prefix must be included in the formal approval package.
- Allowing differences in title, description, units, outcomes, assignments, topical outline, or requisites between prefixes. Crosslisted versions should remain substantively identical.
- Launching one prefix before confirming the linked workflow. This can separate proposals that need to be reviewed and implemented together.
- Updating or inactivating only one version later. Future changes should be coordinated across every crosslisted prefix.

Timeline and approval path

Start crosslist work early. Each linked prefix follows the applicable 3a/3b or 4a/4b course workflow, including the appropriate Local Curriculum Committee and GE review when applicable. Coordinate the linked proposals before launch so they remain together throughout review.



PROPOSAL PATHWAY

Pathway 6: Modify an Existing Program

Live resource: Program assessment and review resources: [Assessment](#) Confirm current assessment expectations and related resources before revising PLOs, assessment matrices, or program review materials.

Use this pathway when you are changing the structure, requirements, units, outcomes, or documented pathway of an existing degree, certificate, or credential.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Academic Senate policy check: [Review program development/modification policies](#) for program structure, certificates, emphases/concentrations/options, catalog rights, and approval-process requirements.

Use this pathway when...

you are revising required courses, electives, total units, program learning outcomes, catalog description, program structure, or student completion pathway in an existing program.

Choose this form

FORM Use 5a. 2026-2027: Program Modification/Inactivation Proposal. Prepare related course proposals, TMC modifications, and roadmap updates together when they are part of the same curricular change. Use 7. Program Information Page Modification Proposal when only the program information page is being updated. If the edit also changes curriculum requirements, confirm with Academic Programs whether a 5a proposal is also needed.

Before you begin

- Use [Advanced Search](#) in the current [University Catalog](#) to review the existing program, then import the current catalog curriculum into the 5a form before making changes. Define the full scope of the modification so all related course, roadmap, and catalog changes can be coordinated.
- Discuss the proposal with faculty peers and the Program Chair, and have the Chair discuss it with the Dean before submission. Consult Advising about the proposed program changes and identify all related course proposals, subprograms, roadmaps, catalog pages, and Degree Planner impacts.
- Before launch, confirm with the Accreditation Liaison Officer whether WSCUC substantive-change screening is needed and with the AVP of Academic Programs whether a budget pro forma is needed. Also review the PLOs, curriculum map, and assessment plan for any areas affected by the modification.
- Determine how currently enrolled students will complete the program after the change. A transition or teach-out plan may be needed when requirements are removed, replaced, or resequenced.
- Check whether the program aligns with a TMC or another external requirement. The proposed curriculum should remain consistent with any applicable external framework or parallel approval process.

Prepare these materials

- **Summary and rationale:** Describe what is changing, why the change is needed, and the intended result. Use enough context for reviewers to understand the purpose and scope of the modification.
- **Summary of changes and prospective curriculum:** List the proposed changes clearly, preferably in numerical order, and provide a justification for each. Build the revised curriculum schema in Curriculog using imported existing courses and any concurrently submitted new courses, and confirm that all section and program unit totals match.
- **Program flowchart and revised roadmaps:** Prepare a flowchart showing prerequisite and corequisite relationships and draft revised four-year and two-year roadmaps when required courses change. Separate Roadmap Update forms are required for affected roadmaps and are launched by the Curriculum Systems Analyst.
- **Updated PLOs, curriculum maps, and assessment materials:** Revise these when the curricular change affects what students are expected to learn or where learning is introduced, developed, or assessed. Use [Elements of Bloom's Taxonomy](#) and [Writing Quality Learning Objectives](#) when drafting or revising learning outcomes.
- **Student transition/teach-out and TMC materials:** Explain how current students will complete the program and prepare any related TMC documentation when applicable.

Check related impacts

- Recalculate total units and test time to degree, prerequisite/corequisite sequencing, and Degree Planner logic. If the instructional mode is changing between in-person and distance learning, answer the form carefully because that selection adds additional workflow steps.
- Confirm that required courses can be offered with enough capacity and frequency to support the revised pathway. A workable curriculum also depends on realistic scheduling.
- Review articulation, TMC, C-ID, catalog rights, and transfer student pathways. Program changes may affect how transfer coursework applies and how different student populations complete the degree.
- Check for accreditation, professional licensing, financial aid, or substantive-change implications. Significant program changes may require review beyond the regular campus curriculum process.

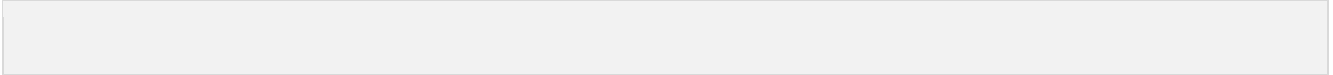
Common pitfalls

- Submitting the program form without the related course proposals. Required course changes should move with the program modification so the approved curriculum stays consistent.
- Updating the curriculum structure without updating roadmaps or transition guidance. Student-facing pathways should reflect the revised requirements.
- Creating hidden prerequisites or impossible sequences. Test the roadmap term by term to make sure students can actually enroll in the courses shown.
- Changing a TMC-aligned program without completing the related TMC work. The campus program and transfer model should remain aligned.
- Leaving unit totals, course titles, or requirements inconsistent across the proposal and supporting documents. Review the full package for matching information before launch.

Timeline and approval path

Program modifications require coordinated planning. **Workflow:** 5a routes from Originator → Program Chair → applicable Local Curriculum Committee → Dean → Extended University Dean when applicable → AVP of Academic Programs & Planning → Academic Programs Technical Review → Academic Programs Catalog Review → Provost → President → Catalog Implementation.

RELATED GUIDANCE: [Degree & Program Structure](#) | [Roadmaps & Student Sequencing](#) | [Articulation, C-ID & TMC](#) | [Program Assessment & Review](#) | [Compliance & Accreditation](#) | [Technical Review & Final Self-Check](#)



PROPOSAL PATHWAY

Pathway 7: Develop a New Program

Live resource: Planning and external review resources: [Academic Master Plan](#) and [Chancellor's Office Academic Program Planning and Development](#). Use these sources with the current WSCUC screening process before developing a full proposal.

Use this pathway for a proposed new degree program. New programs require institutional planning, demand evidence, resource analysis, and external review considerations.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Academic Senate policy check: [Review Academic Senate program-development policies and resolutions](#) before proceeding with AMP, campus approval, and external-review planning.

Use this pathway when...

you are proposing a new undergraduate or graduate degree. If the degree is not yet approved for development through the Academic Master Plan, begin with the 2a AMP Short Form; if it is already approved for development, confirm the next step with Academic Programs.

Choose this form

FORM Begin with 2a. Short Form - New Program Proposal for Academic Master Plan (AMP). If the proposal advances, prepare 2b. Long Form - New Program Curriculum Proposal and related documentation.

Before you begin

- Consult Academic Programs early. Before submitting the AMP Short Form, discuss the concept with faculty peers and the Program Chair, and have the Chair discuss it with the Dean. These consultations are documented in the active 2a form.
- Define the intended degree designation, delivery mode, location, implementation term, and institutional home. These decisions shape the proposal scope, review path, and implementation planning.
- Review demand data, labor market information, feeder programs, and comparable programs. This evidence helps establish the need for the proposed program and informs enrollment planning.
- Complete early screening for WSCUC substantive-change implications and current Chancellor's Office requirements. External review needs can significantly affect the development and approval timeline.
- Identify anticipated faculty coverage, facilities, technology, library support, budget, and other resource needs. A new program must be supportable beyond the curriculum on paper.

Prepare these materials

- **2a. Short Form - New Program Proposal for Academic Master Plan (AMP):** Prepare the proposed degree designation and title, projected core units and implementation date, delivery mode and support model, a 50–100 word program summary, preliminary PLOs, proposed CIP code if known,

mission/strategic alignment, student-demand projections, budget draft, market case, environmental scan, anticipated resources, instructional characteristics, faculty characteristics, and transfer/degree-progression information.

- **2b. Long Form - New Program Curriculum Proposal:** Prepare the applicable CSU new-degree proposal materials, Program Assessment Plan, curriculum map, WSCUC substantive-change screening, comprehensive budget pro forma, complete curriculum schema, program flowchart, two- and four-year roadmaps, and any new-course proposals for concurrent review. Use [Elements of Bloom's Taxonomy](#) and [Writing Quality Learning Objectives](#) when drafting PLOs.
- **WSCUC and other external documentation:** Complete the current substantive-change screening and any other required external materials early enough to inform the campus approval process.
- **Related course and program proposals:** Prepare new or modified courses and other connected curriculum on a coordinated timeline so the program can be reviewed and implemented as a complete package.

Check related impacts

- Confirm Academic Master Plan status and required system-level approvals. A new degree cannot move directly from curriculum design to implementation without the applicable planning and approval steps.
- Review budget, staffing, enrollment planning, facilities, technology, and student-support capacity. The implementation plan should reflect the resources needed to operate the program sustainably.
- Plan for catalog, financial aid, admissions, advising, records, and Degree Planner implementation. New programs require coordinated operational setup before students can be admitted and advised accurately.
- Confirm substantive-change, accreditation, and Chancellor's Office requirements. External approval or screening may affect both the proposal content and the realistic launch date.

Common pitfalls

- Focusing only on the curriculum and leaving staffing, resources, student support, systems, or implementation unresolved. A complete new-program proposal should address how the program will operate.
- Developing courses before confirming the program timeline and external approval path. Course development should be coordinated with the larger program approval sequence.
- Providing limited evidence of demand, resource capacity, or sustainable faculty coverage. Reviewers need enough information to assess whether the program is viable.
- Choosing a launch date without allowing enough time for campus, CSU, accreditation, and operational review. New programs should use a realistic multi-year implementation timeline.

Timeline and approval path

New programs follow a multi-year planning process. Confirm the current AMP, campus, WSCUC, and Chancellor's Office deadlines before selecting a launch term.

Workflows:

2a routes through Proposer → Program Chair → AVP of Academic Programs & Planning → Dean/Provost and other applicable reviews → APPC → Academic Senate → Provost/President → Chancellor's Office submission.

2b follows the full curriculum workflow through the applicable LCC, Dean, applicable GE/Extended University review, AVP, APPC, technical and catalog review, Academic Senate, Provost, President, and Catalog Implementation.

RELATED GUIDANCE: [Degree & Program Structure](#) | [Roadmaps & Student Sequencing](#) | [Program Assessment & Review](#) | [Articulation, C-ID & TMC](#) | [Compliance & Accreditation](#) | [Technical Review & Final Self-Check](#)

PROPOSAL PATHWAY

Pathway 8: Add a Subprogram, Minor, Certificate, Completion Degree, or Elevation

Live resource: When a proposed change may be substantive, use the [WSCUC Substantive Change Screening Form](#) and contact the campus ALO early.

Use this pathway for new academic structures that sit within, complement, or build on an existing program.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Academic Senate policy check: Review applicable program, minor, certificate, and subprogram policies before defining the proposal scope and supporting materials. For subprogram terminology and structure, review the [Policy on Emphases, Concentrations, and Options](#).

Because requirements vary by proposal type, consult Academic Programs early and review how the proposal will affect the parent program and student pathways. Use the current form guidance and templates on the Program Development webpage.

Current Curriculog forms for this pathway include 5b. New Concentration/Emphasis - Subprogram Proposal; 5c. 2026-2027 Concentrations/Emphasis Elevation Proposal; 5d. 2026-2027: Completion Program Proposal; 6a. 2026-2027 New Minor Proposal; 6b. 2026-2027 New Certificate Proposal; and 6c. 2026-2027 New Credential Program. Select the form that matches the structure you are proposing.

If you are creating...	Use it when...	Key considerations
Subprogram: concentration or emphasis	You are adding a defined concentration or emphasis within an existing degree.	Relationship to the parent degree, common-core requirement, distinct requirements, roadmap, assessment, and student-facing catalog clarity.
Minor	You are creating a coherent academic minor that complements majors.	Student interest, unit total, required/elective design, faculty coverage, PLOs, assessment, and overlap with existing programs.
Certificate	You are creating a focused academic or professional credential.	Intended audience, coursework and units, delivery mode, market/professional relevance, faculty capacity, assessment, and any external approval needs.
Completion degree	You are designing a tailored completion pathway for students with partially completed study.	Eligibility, target population, unit requirements, completion roadmap, advising, student supports, equity goals, and compliance.
Elevation	You are elevating an existing trackable subprogram to a standalone degree.	Existing subprogram status, demand, labor relevance, new degree title, transition planning, assessment, roadmaps, CSU and WSCUC screening.

Shared preparation steps

- Select the Curriculog form that matches the proposed structure and review its instructions before drafting. New concentrations/emphases and elevations begin with an Advanced Search and import of the current parent program; new minors use the dedicated 6a form and do not begin from an imported parent-program curriculum. If you are considering an option, consult Academic Programs because the current new-subprogram form is specifically for concentrations/emphases.
- Confirm that the proposed structure is trackable and eligible for the intended action under current campus and CSU policy. The structure must meet the requirements associated with the type of program being proposed.
- For a new concentration/emphasis, prepare the exact subprogram title within the parent degree, overview and rationale, assessment relationship, CSU degree program/CIP information, curriculum schema, assessment plan, program flowchart, two- and four-year roadmaps, and the required common-core calculation. For an elevation, also prepare the CSU elevation template, curriculum map, WSCUC screening, and any required budget documentation.
- For a new minor, prepare the catalog description, learning outcomes, curriculum schema and total units, assessment plan, demand projections, faculty/staff capacity, and facility/resource information requested in 6a. Review effects on course availability, advising, catalog display, and student progression for every structure.
- Consult Academic Programs before launching, especially for a completion degree or elevation. These actions may involve additional campus, CSU, reporting, or accreditation considerations.

Common pitfalls

- Using emphasis, concentration, and option interchangeably without checking the applicable campus definition. The selected term should match the approved structure and policy.
- Adding a program feature without a distinct, workable student pathway. Requirements should be clear enough for students to understand how to enter and complete the structure.
- Relying on existing courses without confirming capacity and effects on other programs. Shared courses must be available often enough to support all students who need them.
- Omitting assessment, roadmaps, or transition planning because the proposal is smaller than a new degree. These materials are still needed when they are affected by the new structure.

RELATED GUIDANCE: [Degree & Program Structure](#) | [Roadmaps & Student Sequencing](#) | [Program Assessment & Review](#) | [Articulation, C-ID & TMC](#) | [Compliance & Accreditation](#) | [Technical Review & Final Self-Check](#)

APPROVAL NOTE New subprograms and related program structures may require WSCUC screening, CSU notification/review, reporting, catalog coding, or changes to the parent program. These forms generally route through Program Chair, the applicable LCC, dean-level review, APPC/Academic Programs review, Academic Senate, Provost/President, and Catalog Implementation; some proposals include additional GE, Extended University, or external review.

CONNECTED WORK

Shared Requirements: Roadmaps, Assessment, Articulation, and Compliance

Live resource: Reference live resources for: [Academic Roadmaps](#), [Assessment](#), [Articulation](#), and [Graduation and General Education Requirements](#).

These considerations appear across multiple pathways. Address them early rather than treating them as final attachments.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Roadmaps and student sequencing

Roadmaps are student-facing planning tools and should demonstrate that a student can progress through requirements in a realistic sequence. They are not simply a list of courses divided across semesters.

- Place prerequisites and corequisites before the courses that require them.
- Verify that requirements such as GE/UDGE, GEAR, and graduation requirements occur before courses that use them as prerequisites.
- Use realistic unit loads and course availability assumptions.
- Show pathways for first-time and transfer students when applicable.
- Review affected roadmaps whenever a program, requisite, required course, elective structure, or unit total changes. Faculty develop the revised roadmap, but the 8. 2026-2027 Roadmap Update form is launched by the Curriculum Systems Analyst on behalf of the program. Meet with Advising before the roadmap moves through review.

ROADMAP CHECK Ask: Can a student following this roadmap actually enroll in every course as shown? Test prerequisite logic term by term before finalizing.

Program assessment and review

Curriculum proposals should align with program learning outcomes and the program's assessment approach. New programs and substantial program changes generally require clear PLOs, curriculum mapping, and an assessment plan.

- Use measurable PLOs that align with required coursework and the program purpose. See [Elements of Bloom's Taxonomy](#) and [Writing Quality Learning Objectives](#) for outcome-writing guidance.
- Map PLOs to courses and identify where students develop and demonstrate learning.
- Update assessment matrices when PLOs, required courses, or program structure change.
- Coordinate with assessment and accreditation support when the change is substantial or externally regulated.

Articulation, C-ID, and Transfer Model Curriculum

Articulation supports transfer student success by documenting course equivalency and pathway alignment. Curriculum changes can affect existing agreements, C-ID alignment, and Transfer Model Curriculum commitments.

- Consult the Articulation Officer early when a new or modified course may transfer, articulate, or affect a TMC-aligned program.
- For TMC programs, verify that course changes, prerequisite language, unit totals, and program requirements remain aligned; submit the appropriate parallel modification when necessary.
- Avoid changes that create different prerequisite rules or inaccessible pathways for transfer students.
- Update catalog and roadmap language in a way that supports clear advising and degree completion.

Compliance and accreditation

Curriculum is guided by university policy, CSU Executive Orders, Title 5, accreditation expectations, and, where relevant, professional or licensure standards. New and substantially modified programs may require additional screening or external approval.

- Confirm the need for WSCUC substantive-change screening early in new-program or significant-change planning.
- Check current Chancellor's Office requirements for new degrees, elevations, and other system-level actions.
- Ensure catalog language, policy references, and student requirements are consistent across all submitted materials.
- Coordinate implementation details with the offices that manage admission, advising, catalog, scheduling, financial aid, and records when a change affects their work.

Degree & Program Structure

When creating or modifying an undergraduate program, consider the curriculum within the structure of the **entire 120-unit degree**. Major requirements, General Education (GE), graduation requirements, and free electives work together, and some courses may satisfy more than one requirement.

General Education: 43 Units

GE Area	Requirement	Units
Area 1: English Communication	1A English Composition	3
	1B Critical Thinking	3
	1C Oral Communication	3
Area 1 Total		9
Area 2: Mathematical Concepts & Quantitative Reasoning	Lower-Division Area 2	3
Area 3: Arts & Humanities	3A Arts	3
	3B Humanities	3
Area 3 Total		6
Area 4: Social & Behavioral Sciences*	Lower-Division Area 4	6
Area 5: Physical & Biological Sciences	5A Physical Science	3
	5B Biological Science	3
	5C Laboratory	1
Area 5 Total		7
Area 6: Ethnic Studies	Lower-Division Area 6	3
Lower-Division GE Total		34
Upper-Division GE	Area 2 or Area 5	3
	Area 3	3
	Area 4	3
Upper-Division GE Total		9
TOTAL GE		43

**Area 4: Students complete 9 total units in Area 4: 6 lower-division units and 3 upper-division units. Coursework across the 9 units must represent at least two different disciplines.*

Additional Graduation Requirements

Requirement	Units
American Institutions	6
Language Other Than English	3
Total	9

These are graduation requirements, but they do not necessarily represent 9 additional units beyond GE. Approved courses may satisfy both a graduation requirement and a GE requirement.

Similarly, courses required within the **major may also satisfy GE or graduation requirements**. When a course fulfills more than one requirement, the requirement may be satisfied in both places, but the course units count only once toward the 120-unit degree total.

Putting It Together: Chemistry B.S. Example

The Chemistry B.S. provides an example of how major, GE, graduation requirements, and free electives can fit within a 120-unit degree.

Chemistry Major: 70 Units

Major Component	Units
Lower-Division Major Requirements	28
Upper-Division Major Requirements	22
Upper-Division Major Electives	20
Total Major	70

The Chemistry major already includes coursework that satisfies part of the student's GE requirement. For example:

- **CHEM 121 (4 units)** satisfies GE Areas 5A and 5C.
- **MATH 150 (4 units)** satisfies GE Area 2.

These courses account for **8 of the 43 required GE units within the major**, leaving ***35 GE units to be completed outside the major.***

Example 120-Unit Breakdown

Degree Component	Units Counted Toward 120
Chemistry B.S. Major	70
Remaining GE outside the major	35
American Institutions & Language	9
Free Electives	6
TOTAL	120

$$70 + 35 + 9 + 6 = 120 \text{ units}$$

This is a simplified example. The actual number of free elective units available to an individual student may vary depending on additional approved overlap among the major, GE, and graduation requirements.

Program Structure

In addition to fitting within the overall degree requirements, the internal structure of the major must comply with CSU requirements.

Major Core: The More-Than-50% Requirement

Under CSU Executive Order 1071, the major or program core must represent more than 50% of the required units in the major.

The major core is the set of courses required of all students pursuing the degree, regardless of whether students complete an option, concentration, emphasis, or other subprogram.

When developing or modifying a program:

- More than 50% of the required major units must be part of the common program core.
- The common core should reflect the primary academic content represented by the degree title.
- All students pursuing the degree complete the common core.
- Requirements associated with an option, concentration, emphasis, or other subprogram comprise **less than 50% of the required major units**.
- Program learning outcomes should be achievable through and align with the curriculum shared by students across the degree.

Example

For a 42-unit major, more than 21 units must be part of the common core required of all students.

A program might be structured as:

Major Component	Units
Common Major Core	24
Major Electives	9
Option/Emphasis Requirements	9
Total Major	42

In this example, the 24-unit common core represents 57% of the major and is the portion that counts toward the required more-than-50% common core. Major electives include areas where students have a choice of course that may differ from what another student in the program takes. Option or emphasis requirements are not included in the common core because they are taken only by students selecting that specific subprogram.

Degree Title, Curriculum, and CIP Code

Each CSU degree is associated with an approved degree title, CSU degree code, and federal Classification of Instructional Programs (CIP) code. A CIP code identifies the academic field represented by the degree for CSU and federal reporting, and the curriculum must remain consistent with that academic classification.

The more-than-50% common core requirement helps establish that students within a degree complete a shared body of curriculum consistent with the degree title and CIP code. Options, concentrations, emphases, and other subprograms may provide specialization, but they must remain part of the same underlying degree.

If proposed revisions result in 50% or more of the major being different across subprograms, the curriculum may no longer meet the requirements for a single degree structure under EO 1071. This can have implications for the degree structure, CIP classification, Chancellor's Office reporting, program coding, and approval pathway, and may require consideration of a separate degree rather than a subprogram within the existing degree.

Changes to a degree title or CIP code require Chancellor's Office review and approval. Faculty considering a substantial redesign should consult Academic Programs early, particularly when a large portion of the common core would be removed or replaced; subprograms would become substantially different from one another; the curriculum may no longer align with the existing degree title or CIP classification; a new subprogram is being created; or the proposed structure raises questions about what constitutes the common program core.

PROGRAM PLANNING NOTE: Program structure can affect the appropriate proposal pathway, Chancellor's Office reporting, program coding, catalog implementation, assessment, and student degree requirements. If a proposed structure approaches the 50% threshold, consult Academic Programs early.

Options, Concentrations & Emphases

The CSU uses subprogram as the general term for structures commonly called options, concentrations, or emphases. CSU policy does not establish a systemwide curricular distinction among these labels; however, CSU Channel Islands applies its own campus [Policy on Emphases, Concentrations, and Options](#) that defines the parameters and specific use of each designation.

A subprogram provides additional discipline-specific study within an existing degree. It does not replace the common core of the parent degree.

When developing or modifying a subprogram, consider:

- the approved common core of the parent degree;
- whether more than 50% of the major continues to be shared;
- the requirements that distinguish the specialization;
- alignment with the program learning outcomes of the parent degree; and
- whether the proposed curriculum continues to align with the approved degree title and academic field.

Significant restructuring may affect the appropriate curriculum approval pathway and may require additional campus or Chancellor's Office review. Consult Academic Programs early when considering substantial changes to the common core or subprogram structure.

Planning the Full Degree

Build for More Than One Student Pathway

An efficient roadmap may maximize opportunities for courses to satisfy more than one requirement. This can be an excellent way to create a clear pathway through a degree, but not every student will enter the program with the same opportunities for overlap.

This is particularly important when considering transfer students. A student may enter CSUCI with the maximum **70 transferable community college units**, but with less overlap between those units and the remaining major, GE, or graduation requirements than anticipated in the program's recommended pathway.

Maintaining some **free elective space** provides flexibility for these different academic histories. Without sufficient flexibility, a student whose prior coursework does not align with the planned overlaps may need to complete **additional CSUCI coursework beyond the 120 units otherwise required for the degree**.

Program Planning Considerations

When developing or modifying a program:

- **Consider the entire 120-unit degree**, not only the units within the major.
- Identify where major requirements may also satisfy GE or graduation requirements.
- Build efficient opportunities for double counting without assuming every student will be able to use every planned overlap.
- Preserve reasonable flexibility for transfer students and students entering through different pathways.
- Consider how the degree will work for students whose prior coursework differs from the recommended roadmap.
- Review the balance between required major coursework, student choice, and free elective space.
- Confirm that the common major core remains **more than 50%** of the required major units.
- Review how proposed changes may affect roadmaps, articulation, GE, graduation requirements, assessment, and related programs.

PROGRAM PLANNING NOTE: A well-designed degree balances disciplinary requirements with opportunities for efficient completion and flexibility across different student pathways. When considering the overall unit structure, look beyond the ideal roadmap and consider how the requirements will work for students entering the program with different academic histories.

Consult Academic Programs early when developing a new program, significantly restructuring an existing program, creating or modifying a subprogram, or when the relationship among major units, GE, graduation requirements, and the 120-unit degree structure is unclear.

QUALITY CHECK

Technical Review: Common Delays and Quality Checks

Use this section before launching a proposal and again before it leaves department or college review.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Technical review checks whether a proposal is complete, internally consistent, and ready to move through workflow. It does not replace academic judgment; it helps protect it by surfacing issues that may otherwise delay review or confuse implementation.

Frequent causes of returns or delays

- Wrong form for the intended action, especially using a non-GE course form for a GE/UDGE course or change.
- Missing required materials, incomplete Curriculog fields, or links used where uploaded attachments are required.
- Inconsistent course titles, numbers, units, descriptions, outcomes, or dates across proposal, syllabus, roadmap, and program documents.
- Missing companion proposal: for example, a course change that requires a program modification or a program change that requires course proposals.
- Prerequisite, unit, or sequence problems that prevent students from following the roadmap as written.
- Crosslisted proposals that are not linked or do not match exactly.
- No clear student transition or teach-out plan when current students may be affected.
- Unaddressed articulation, TMC, GE/UDGE, assessment, resource, or accreditation implications.
- Non-compliance with a policy. (ex. [EO 1071](#))

Final self-check before launch

- ☐ I selected the correct active Curriculog form and verified whether related course, program, crosslist, GE/UDGE, or roadmap forms are also required.
- ☐ All required fields are complete and all supporting materials are uploaded.
- ☐ The proposal, syllabus, roadmap, and catalog language agree with one another.
- ☐ Prerequisites, corequisites, unit totals, and degree requirements are feasible in the roadmap.
- ☐ Crosslisted, GE/UDGE, TMC, articulation, assessment, and program impacts have been addressed.
- ☐ I have checked the current timeline and am confident the desired implementation term is realistic.
- ☐ I have identified who will monitor the proposal, respond to review questions, and coordinate any follow-up needed for implementation.

SUPPORT

Where to Get Help

Live resource: [Academic Programs Office Team](#) — use the live team page for current staff names, roles, email addresses, phone numbers, and office locations.

Use the table below to identify the type of support you need, then use the Academic Programs Office Team page to find the current staff member for that area. This keeps the handbook useful without duplicating a staff directory that may change.

[Back to Contents](#) | Live forms, timelines, resources, and policy links: [Program Development webpage](#)

Academic Programs support

For help with...	Start with...
Choosing a proposal pathway; proposal development; catalog impacts; technical review; and general curriculum questions	Curriculum support
Curriculog system function; proposal routing; crosslisting setup; roadmaps; and curriculum systems	Curriculum systems support
Articulation, transferability, C-ID, TMC, and transfer pathway implications	Articulation support
Program assessment, PLOs, curriculum mapping, assessment plans, program review, WSCUC, and accreditation	Assessment and accreditation support
Graduate curriculum and graduate policy implications	Graduate Studies support

Live contacts and resources

[Academic Programs Office Team](#) — current staff assignments and contact information

[Program Development webpage](#) — annual timelines, templates, training, policy links, and related curriculum resources. Use Curriculog for active proposal forms and built-in workflow routing.

APPENDIX

Appendix A: Proposal Decision Matrix

Live resource: Use the handbook's [Live Resources & Links](#) page and the Program Development webpage to verify current details before submitting.

A quick reference to support early conversations. Confirm the active form name, required fields, and workflow in [Curriculog](#) before submitting.

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Proposed action	Primary form family	Often requires
New course	3a. New Non-GE Requirement Course Proposal or 3b. New GE Course Proposal	SLOs, assessment plan, course-content outline, syllabus, rationale, and program/crosslist review as applicable
Change existing course	4a. Non-GE Requirement Course Modification/Inactivation Proposal or 4b. GE Course Modification/Inactivation Proposal	Updated SLOs/assessment/syllabus as applicable; affected-program consultation; companion program/roadmap changes
Inactivate course	4a. Non-GE Requirement Course Modification/Inactivation Proposal or 4b. GE Course Modification/Inactivation Proposal	Student transition analysis; program, roadmap, and crosslist updates
New or changed GE/UDGE course	3b. New GE Course Proposal or 4b. GE Course Modification/Inactivation Proposal	GE-aligned SLOs and criteria responses, assessment plan, syllabus, and course/program coordination
Crosslisted course	Applicable 3a/3b or 4a/4b linked course proposal(s)	Matching information and documentation for every prefix; committee routing coordination

Proposed action	Primary form family	Often requires
Modify program	5a. Program Modification/Inactivation Proposal	Crosswalk, roadmaps, transition plan, PLO/assessment updates, related course/TMC work
New degree program	2a. AMP Short Form + 2b. Long Form - New Program Curriculum Proposal	Demand, resources, curriculum, roadmaps, PLOs, assessment, WSCUC/CO screening
Subprogram/minor/certificate/completion/elevation	5b/5c/5d or 6a/6b/6c, depending on the proposed action	Purpose, requirements, pathways, faculty capacity, PLOs, assessment, approvals as applicable
Program information page modification	7. 2026-2027: Program Information Page Modification Proposal	Updated student-facing program information; confirm whether any curricular change also requires 5a.
Roadmap update	8. 2026-2027 Roadmap updates	Revised roadmap with accurate sequencing, requirements, and student pathway information.
Administrative general catalog information modification	9a. 2026-2027 Administrative General Catalog Information Modification Proposal	Administrative catalog information appropriate to the requested update.

APPENDIX

Appendix B: Quick-Start Checklists

Use these after completing [Curriculog Canvas Training](#) and before opening Curriculog, then review them again before submitting for approval.

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All proposals

- I can describe the proposed change in one or two precise sentences.
- I selected the correct active Curriculog form and checked whether a linked or companion form is required.
- I reviewed the current annual timeline and have a realistic implementation target.
- I identified all departments, programs, committees, and offices likely to be affected.
- All documents use the same course/program names, units, terms, and requirements.
- I have contacted Academic Programs early if the change is broad, complex, or time-sensitive.

Course proposals

- Catalog information, outcomes, syllabus, and course materials are complete and internally consistent.
- Prerequisites and corequisites are justified and work in the roadmap.
- Program and crosslist effects have been checked.
- GE/UDGE, graduation, articulation, and TMC implications have been reviewed.

Program proposals

- The program description, course pattern, unit total, PLOs, assessment materials, and roadmaps match.
- Roadmaps support realistic time to degree and prerequisite sequencing.
- Student transition and teach-out considerations are documented.
- Course, subprogram, articulation/TMC, accreditation, resource, and implementation impacts are addressed.

APPENDIX

Appendix C: Glossary

Terms commonly used in curriculum development at CSUCI. Confirm current policy definitions where formal interpretation is needed.

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Term	Working definition
Academic Master Plan (AMP)	Institutional planning framework for proposed academic programs and related development priorities.
Articulation	The process of determining and documenting course equivalency or transfer alignment between institutions.
Catalog year / catalog rights	The catalog requirements that apply to a student based on their academic record and institutional policy.
Crosslist	A course offered under more than one subject prefix with matching content and coordinated approval.
Curriculog	CSUCI's electronic curriculum management system used to initiate, route, review, and track curriculum proposals.
GE / UDGE	General Education / Upper Division General Education designations that meet campus learning and graduation requirements.
Local Curriculum Committee (LCC)	Faculty committee responsible for reviewing curriculum within its assigned academic areas.
Program Learning Outcomes (PLOs)	Statements of the knowledge, skills, and abilities students are expected to demonstrate by completing a program.
Roadmap	Student-facing term-by-term planning guide showing a feasible pathway through program and graduation requirements.
TMC	Transfer Model Curriculum: CSU-aligned transfer pathway requirements used by many majors and associate-degree-for-transfer pathways.
Teach-out / transition plan	Plan for helping current students complete requirements when a curriculum change, inactivation, or new structure affects their pathway.

Term	Working definition
WSCUC substantive change	Accreditation review consideration for certain institutional or programmatic changes that may require formal screening or approval.

APPENDIX

Appendix D: How Proposal Information Is Used

A faculty-facing crosswalk showing why common proposal elements are requested and how the information supports review, implementation, student systems, articulation, assessment, accreditation, and CSU reporting.

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Curriculum proposals do more than document an academic decision. Information entered in Curriculog may be used by faculty reviewers, Academic Programs, assessment and articulation staff, the University Catalog, student systems, and, for some proposals, the CSU Chancellor's Office or WSCUC.

The tables below show why commonly requested proposal information matters after submission. Not every item applies to every proposal. Always follow the requirements of the current Curriculog form.

Program Subplans at CSUCI

The CSU uses subprogram as a general term for formally structured areas of study within a degree. Campuses may use different names for these structures. CSUCI uses the terms emphasis, concentration, and option according to campus policy. See Degree & Program Structure for additional guidance.

Structure	CSUCI use	Why it matters
Emphasis	A required set of courses within a major; 12 units or more under the CSUCI policy referenced in this handbook.	A trackable subprogram may require formal coding, reporting, catalog implementation, and Chancellor's Office processing.
Concentration	A required set of courses within a major; fewer than 12 units under the CSUCI policy referenced in this handbook.	Like an emphasis, it may be formally tracked as a subprogram and must remain structurally connected to the parent degree.
Option	A set of courses within the major that is not required for degree completion.	CSUCI does not treat an option as the same type of trackable subprogram as an emphasis or concentration.

COMMON CORE: When a degree contains trackable subprograms, more than 50% of the required major curriculum must remain common across the degree. See Degree & Program Structure for guidance on identifying the common core and evaluating the relationship among the degree title, curriculum, subprograms, and CIP code.

Course Proposals: Why These Elements Matter

Proposal element	Why it is needed	Used for
Prefix, course number, and title	Establishes the course's official identity. The number and prefix must be available and correctly configured before implementation.	Catalog and student systems; Academic Programs tracking; articulation
Catalog description	Gives students and advisors a clear public description of the course and provides context for transfer review.	University Catalog; articulation; academic review
Student Learning Outcomes (SLOs)	Defines what students should be able to demonstrate after completing the course and provides the foundation for assessment.	Academic review; assessment; GE review when applicable; articulation/TMC review
Course assessment plan	Shows how the stated SLOs will be evaluated through assignments, activities, or other evidence.	Assessment; academic and GE review
Course-content outline	Shows the scope and organization of course content beyond the brief catalog description.	Academic review; articulation/C-ID/TMC review
Mode of instruction and units	Connects course units to instructional activity, contact expectations, scheduling, workload, and implementation.	Academic review; scheduling and student systems; resource planning
Prerequisites and corequisites	Establishes necessary preparation and determines whether students can progress through the intended curriculum.	Registration systems; roadmaps; advising; articulation/TMC review
Sample syllabus	Demonstrates that the proposed course can be delivered consistently with its description, outcomes, content, and assessment plan.	Academic review; assessment; articulation when applicable
Program impact information	Identifies where the course will be required or used and whether related program changes are necessary.	Program modification; catalog; roadmaps; advising; Degree Planner
Articulation/C-ID information	Helps preserve or develop transfer relationships and avoids changes that unintentionally disrupt transfer pathways.	Articulation; ASSIST; C-ID; TMC review
GE/UDGE information, when applicable	Demonstrates alignment between course SLOs and the applicable GE learning outcomes and criteria.	GE Committee; assessment; catalog and degree requirements

Program Modifications: Why These Elements Matter

Proposal element	Why it is needed	Used for
Summary of changes and justification	Gives reviewers a clear picture of exactly what is changing and why.	Faculty and administrative review; Academic Programs tracking
Prospective curriculum and unit totals	Establishes the approved requirements that will appear in the catalog and confirms the program remains internally consistent.	Catalog; student systems; advising; degree audit
Related course proposals	Ensures course-level and program-level changes are approved together rather than creating conflicting curriculum.	Curriculum review; catalog implementation; student systems
Program flowchart	Shows prerequisite and corequisite relationships and helps identify sequencing problems.	Academic review; advising; roadmap development
Two- and four-year roadmaps	Demonstrates realistic student progression through the revised curriculum.	Advising; Degree Planner; catalog; student systems
PLOs and assessment plan	Confirms the revised curriculum continues to support and assess the program's intended learning outcomes.	Assessment; academic review; accreditation
Student transition or teach-out planning	Protects students with existing catalog rights when requirements change.	Advising; Records/Registrar; catalog implementation
Articulation/TMC review	Determines whether curriculum changes affect transfer agreements or an associated Transfer Model Curriculum.	Articulation; TMC; ASSIST; transfer advising
Instruction-mode information	Determines whether the change may require additional workflow, WSCUC screening, or implementation work.	WSCUC screening; Academic Programs; catalog and systems
Budget/resource information, when requested	Identifies whether the revised program can be supported operationally.	Campus planning and approval; Chancellor's Office/WSCUC when applicable

New Programs and Program Structures

Proposal element	Why it is needed	Used for
Program title, degree designation, and CIP information	Establishes what the program is, how it is classified, and how it will be reported.	Catalog; Chancellor's Office; federal/CSU reporting; student systems
Complete curriculum and unit structure	Demonstrates the academic design of the program and a feasible route to completion.	Campus review; catalog; advising; student systems; CSU review
Program Learning Outcomes	Defines the learning expected of graduates and anchors curriculum and assessment design.	Assessment; curriculum review; accreditation
Curriculum map and assessment plan	Shows where program learning is developed and assessed.	Assessment; WSCUC/accreditation; academic review
Roadmaps and program flowchart	Demonstrate sequencing, prerequisite logic, and realistic time to degree.	Advising; Degree Planner; catalog; student systems
Demand and enrollment evidence	Demonstrates that the proposed program responds to an identifiable student, workforce, disciplinary, or societal need.	AMP and campus planning; CSU review
Faculty, facilities, technology, and other resources	Demonstrates that the program can be delivered and sustained as proposed.	Campus planning; budget review; CSU/WSCUC review when applicable
Budget or pro forma, when required	Identifies the financial resources necessary to implement and sustain the program.	Campus approval; Chancellor's Office review when applicable
WSCUC substantive-change screening	Determines whether accreditation notification or approval is required before implementation.	WSCUC; campus ALO; Chancellor's Office process
Articulation/TMC information	Helps determine transfer alignment and whether a corresponding ADT/TMC pathway can be supported.	Articulation; transfer planning; CSU review
Student-support and advising plan	Shows how students will enter, navigate, and complete the proposed program.	Advising; admissions; student systems; implementation planning

WHY THIS MATTERS: Information requested in a curriculum proposal often supports more than the approval decision itself. Once approved, the same information may be used to build the University Catalog, configure registration and degree-planning systems, maintain articulation agreements, support assessment and accreditation, and complete CSU or WSCUC reporting. Complete and consistent proposal information helps prevent implementation problems after approval.