



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Academic Senate policies guide campus academic practices once approved by the President, but they may be superseded by state law, CSU policy, or executive orders.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

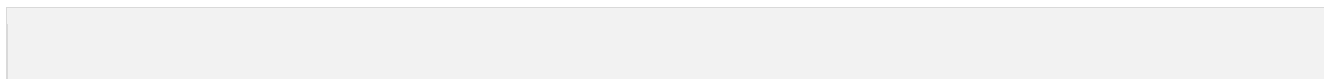
- Confirm committee routing for every prefix. Each linked proposal must reach the appropriate reviewers for its academic owner.
- Maintain crosslist consistency whenever the course is later revised. A change to one version should be reflected in all linked versions.
- Review enrollment, scheduling, program 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.

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

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
Modify program	5a. Program Modification/Inactivation Proposal	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

Proposed action	Primary form family	Often requires
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 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 C: Glossary

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

Term	Working definition
Curriculum and CSU Process Terms	
Academic Master Plan (AMP)	CSU system-level academic planning framework for proposed degree programs and related development priorities. CSUCI programs identified through campus planning may subsequently move through the applicable CSU AMP process <i>See pp. 25-27.</i> Resource: CSU Program Development
Campus Academic Master Plan (CAMP)	CSUCI's campus-level academic planning framework for identifying, discussing, and prioritizing proposed degree development before applicable CSU Academic Master Plan submission and review
Academic Planning and Policy Committee (APPC)	Academic Senate committee that reviews academic planning matters, including certain program proposals and policies <i>See pp. 27-29.</i> Resource: Academic Senate
Academic Programs Office (AP)	Campus office that supports curriculum development, academic planning, technical review, catalog implementation, articulation, assessment, accreditation coordination, and related academic processes <i>See p. 39.</i> Resource: Academic Programs Office Team
Academic Senate	Faculty governance body responsible for academic policy and shared governance matters, including approval or recommendation of certain curricular actions <i>See pp. 27-29.</i> Resource: Academic Senate
Accreditation Liaison Officer (ALO)	Campus official who coordinates institutional accreditation matters with WSCUC and serves as the primary campus contact for substantive-change processes <i>See pp. 25-31.</i> Resource: Academic Programs Office Team
Articulation	Process of determining and documenting course equivalency or transfer alignment between institutions <i>See p. 31.</i> Resource: CSUCI Articulation
ASSIST	California's official articulation and transfer information system for California public colleges and universities and participating independent institutions <i>See p. 31.</i> Resource: ASSIST
Board of Trustees (BOT)	Governing board of the California State University. Certain academic planning and program actions require Board of Trustees review or authorization <i>See p. 50.</i> Resource: CSU Board of Trustees
Catalog year / catalog rights	Catalog requirements that apply to a student based on the student's academic record and applicable institutional policy <i>See pp. 16-17.</i>

Chancellor's Office (CO)	California State University system office responsible for systemwide academic policy, program review, reporting, and implementation requirements <i>See pp. 25-27 and 50.</i> Resource: CSU Program Development
C-ID	Course Identification Numbering System used to identify comparable courses across California institutions and support transfer and articulation <i>See p. 31.</i> Resource: C-ID
CIP code	Classification of Instructional Programs code used for federal and CSU reporting to identify the academic field associated with a program <i>See pp. 35-36.</i> Resource: CSU Program Development
Curriculog	CSUCI's electronic curriculum management system used to initiate, route, review, approve, and track curriculum proposals <i>See pp. 2-5.</i> Resource: Curriculog
Curriculum map	Visual or structured representation showing how courses or other curricular experiences align with Program Learning Outcomes <i>See pp. 23, 26, and 30.</i> Resource: Assessment
Curriculum schema	Structured representation of program requirements in Curriculog, including required courses, electives, categories, and unit totals that will be reflected in the catalog <i>See pp. 23 and 26.</i> Resource: Program Development
Degree Planner	Student planning system that uses approved curriculum and roadmap information to support individualized academic planning <i>See pp. 23 and 26.</i>
General Writing Assessment Requirement (GWAR)	CSU graduation requirement demonstrating upper-division writing proficiency <i>See p. 30.</i> Resource: Program Development
Local Curriculum Committee (LCC)	Faculty committee responsible for reviewing curriculum within its assigned academic areas <i>See pp. 13, 15, 19, and 24.</i> Resource: Curriculum Committee Resources
Mission Category	CSUCI designation associated with identified institutional mission-related learning areas that may be attached to qualifying courses <i>See p. 19.</i>
Program Learning Outcomes (PLOs)	Statements of the knowledge, skills, and abilities students are expected to demonstrate by completing a program <i>See pp. 23, 26, and 30.</i> Resource: Assessment
Student Learning Outcomes (SLOs)	Measurable statements describing what students should be able to demonstrate after completing a course or learning experience <i>See pp. 12 and 19.</i> Resource: Assessment
Pro forma / budget pro forma	Financial planning document used, when required, to evaluate the resources, costs, revenue, and sustainability associated with a new or modified academic program <i>See pp. 22 and 26.</i> Resource: Program Development

Program review	Periodic evaluation of an academic program's effectiveness, quality, student outcomes, resources, and continuous-improvement activities <i>See p. 30.</i> Resource: Assessment and Program Review
Roadmap	Student-facing term-by-term planning guide showing a feasible pathway through program, GE, and graduation requirements <i>See p. 30.</i> Resource: Program Development
Substantive change	Change that may require WSCUC screening, notification, or approval because it significantly alters an institution, program, delivery method, location, or other accreditation-related characteristic <i>See pp. 25-31.</i> Resource: WSCUC Substantive Change Resources
Teach-out / transition plan	Plan for helping current students complete requirements when a curriculum change, inactivation, or new structure affects their pathway <i>See pp. 16-17 and 23.</i> Resource: Program Development
Technical review	Academic Programs review focused on proposal completeness, internal consistency, system requirements, catalog accuracy, and implementation readiness <i>See p. 38.</i> Resource: Program Development
TES	Transfer Evaluation System used to review and document transfer-course equivalencies, particularly for institutions not represented in ASSIST <i>See p. 31.</i> Resource: CSUCI Articulation
Upper Division General Education (UDGE)	Upper-division General Education coursework required as part of the CSUCI General Education pattern <i>See pp. 18-19 and 32.</i> Resource: CSU General Education
WASC Senior College and University Commission (WSCUC)	CSUCI's regional institutional accreditor. Certain programmatic or institutional changes may require substantive-change screening or approval <i>See pp. 25-31.</i> Resource: WSCUC
WSCUC substantive-change screening	Initial review used to determine whether a proposed change requires WSCUC notification, substantive-change review, or approval before implementation <i>See pp. 25-31.</i> Resource: WSCUC Substantive Change Resources
Degree Types	
Bachelor of Arts (BA)	Undergraduate baccalaureate degree designation used for approved CSUCI programs with the BA designation Resource: Title 5
Bachelor of Science (BS)	Undergraduate baccalaureate degree designation used for approved CSUCI programs with the BS designation Resource: Title 5
Bachelor of Education (B.Ed.)	CSU baccalaureate degree type reestablished in 2026 to support education-focused degree pathways. Approved programs may be developed within the CSU's new reduced-credit framework Resource: CSU New Bachelor's Degree Types

Bachelor of Professional Studies (BPS)	CSU baccalaureate degree type created in 2026 to support flexible, career-relevant and professionally oriented degree pathways, including reduced-credit formats when approved Resource: CSU New Bachelor's Degree Types
Bachelor of Applied Studies (BAS)	CSU baccalaureate degree type created in 2026 to support applied, technical, occupational, and workforce-oriented degree pathways, including reduced-credit formats when approved Resource: CSU New Bachelor's Degree Types
Master's degree	Graduate degree awarded after completion of an approved graduate program. Individual programs use the degree designation approved for the discipline, such as MA or MS <i>See pp. 25-27.</i> Resource: CSU Program Development
Program Structures	
Common core	Portion of a degree's required major curriculum completed by all students in the program, regardless of concentration, emphasis, or other specialization <i>See pp. 34-36.</i> Resource: Executive Order 1071
Program subplan / subprogram	CSU term for a formally structured specialization within a degree. At CSUCI, trackable subprograms include concentrations and emphases <i>See pp. 28-29 and 36.</i> Resource: Policy on Emphases, Concentrations, and Options
Concentration	CSUCI-defined specialization within a major that is required for degree completion and is fewer than 12 units under current campus policy <i>See pp. 28-29 and 36.</i> Resource: Policy on Emphases, Concentrations, and Options
Emphasis	CSUCI-defined specialization within a major that is required for degree completion and is 12 units or more under current campus policy <i>See pp. 28-29 and 36.</i> Resource: Policy on Emphases, Concentrations, and Options
Option	CSUCI-defined set of courses within a major that is not required for degree completion and is not treated as a trackable subprogram in the same manner as an emphasis or concentration <i>See pp. 28-29 and 36.</i> Resource: Policy on Emphases, Concentrations, and Options
Minor	Organized undergraduate program of study outside the major that meets current campus requirements for a minor <i>See pp. 28-29.</i> Resource: Program Development
Certificate	Approved group of courses organized around a defined academic, professional, or workforce-related area of study <i>See pp. 28-29.</i> Resource: Program Development
Credential program	Approved program designed to prepare students for a credential or authorization and subject to applicable university and external requirements <i>See pp. 28-29.</i> Resource: Program Development

Completion program	Structured degree-completion pathway designed for a defined student population completing an existing degree through an approved completion format <i>See pp. 28-29.</i> Resource: Program Development
Elevation	Process of converting an existing trackable subprogram, such as a concentration or emphasis, into a standalone degree program <i>See pp. 28-29.</i> Resource: CSU Program Development
Program Pathways and Models	
Associate Degree for Transfer (ADT)	California Community College associate degree designed to provide a structured transfer pathway into a related CSU bachelor's degree <i>See p. 31.</i> Resource: CSU Transfer Model Curriculum
Transfer Model Curriculum (TMC)	Statewide curriculum framework used to define Associate Degree for Transfer pathways and support alignment with CSU bachelor's programs <i>See p. 31.</i> Resource: CSU TMC Search
TMC-aligned program	CSU bachelor's program aligned with an approved Transfer Model Curriculum and corresponding Associate Degree for Transfer pathway <i>See pp. 23 and 31.</i> Resource: CSU TMC Search
Blended bachelor's/master's program	Integrated academic pathway combining an existing bachelor's and master's degree. CSU policy permits up to 12 semester units of qualifying graduate coursework to count toward both degrees Resource: CSU Blended Program Guidance
4+1 program	Common term for a blended bachelor's/master's pathway designed to support accelerated completion of both degrees Resource: CSU Blended Program Guidance
Three-year degree pathway	Structured pathway intended to allow students to complete an approved bachelor's degree in approximately three years through intentional sequencing, accelerated scheduling, or other approved design features Resource: CSU Program Development
Reduced-credit baccalaureate	Baccalaureate degree developed under an approved framework requiring fewer than the traditional 120 semester units. Under the CSU's 2026 framework, approved B.Ed., BPS, and BAS programs may be designed between 90 and 120 semester units Resource: 2026 Title 5 Degree Framework
Accelerated degree pathway	Program pathway designed to reduce expected time to degree through intentional sequencing or other approved curricular design without necessarily changing the degree type or total degree-unit requirement Resource: CSU Program Development
Degree-completion pathway	Structured pathway intended for students who have previously earned college credit and are returning or transferring to complete an existing bachelor's degree <i>See pp. 28-29.</i> Resource: Program Development
Funding and Administrative Models	
State-support / stateside program	Academic program offered through the university's state-supported instructional structure and funded through the applicable CSU state-support model

	Resource: CSU Program Development
Self-support program	Academic program operated without state General Fund support and supported through program fees sufficient to cover the costs of instruction and administration Resource: CSU Professional and Continuing Education FAQ
Extended University	CSUCI administrative unit through which self-support degree, certificate, professional, continuing-education, and other approved offerings may be administered <i>See p. 24.</i> Resource: CSU Professional and Continuing Education FAQ
Course Delivery, Instructional Modes, and Classification	
Course delivery mode	How a course is delivered to students. At CSUCI, the Schedule of Classes uses Instruction Mode and Learning Mode fields to describe class modality <i>See pp. 11 and 14.</i> Resource: Academic Scheduling Toolkits & Resources
Instruction Mode	Student-facing class modality shown in the Schedule of Classes. Current CSUCI options include In-Person (P), Online (OL), and Hybrid (HY) Resource: Academic Scheduling Toolkits & Resources
Learning Mode	Backend class modality used for compliance and reporting. CSUCI Learning Mode codes distinguish asynchronous, synchronous, online hybrid, in-person, and combinations of online and in-person delivery Resource: Academic Scheduling Toolkits & Resources
In-Person (P)	Instruction Mode in which the class meets in person for every class session for the entire semester Resource: Academic Scheduling Toolkits & Resources
Online (OL)	Instruction Mode in which the class meets online for every class session or provides class work online for the entire semester Resource: Academic Scheduling Toolkits & Resources
Hybrid (HY)	Instruction Mode combining in-person and online class meetings or class work in an approved pattern Resource: Academic Scheduling Toolkits & Resources
Online asynchronous	Learning Mode for a class offered entirely online with no set day or time; students complete class work asynchronously Resource: Academic Scheduling Toolkits & Resources
Online synchronous	Learning Mode for a class that meets online for every class session at established days and times published in the Schedule of Classes Resource: Academic Scheduling Toolkits & Resources
Online hybrid / bichronous online	Learning Mode combining scheduled synchronous online meetings with asynchronous online work Resource: Academic Scheduling Toolkits & Resources
Online with intermittent in-person	Learning Mode for a class that is primarily online but includes predetermined in-person meetings, such as an orientation or examination

	Resource: Academic Scheduling Toolkits & Resources
Instructional mode / mode of instruction	Type of instructional activity or structure assigned to a course, such as lecture, discussion, seminar, activity, laboratory, performance, independent study, or supervision <i>See p. 11.</i> Resource: CSU Course Classification System
Course classification / CS number	CSU classification assigned according to instructional type. The classification identifies faculty contact hours, normal class size, workload factor, and related instructional characteristics <i>See p. 11.</i> Resource: CSU Course Classification System
Instructional hours	Amount of scheduled instructional activity associated with a course and its classification. Course classification helps determine the expected relationship between units and faculty contact hours <i>See p. 11.</i> Resource: CSU Course Classification System
Credit hour	Measure of academic credit based on the amount of instruction and student work associated with achievement of the intended learning outcomes <i>See p. 11.</i> Resource: CSU Definition of Credit Hour
Course units	Academic credit assigned to a course based on its approved instructional structure, expected student work, and applicable CSU credit-hour requirements <i>See p. 11.</i> Resource: CSU Definition of Credit Hour
Program modality	Approved method through which an academic program is delivered, such as in person, hybrid, or distance education. Changes in modality may affect campus, CSU, or accreditation review <i>See pp. 23-27.</i> Resource: WSCUC Substantive Change Resources
Program location	Approved physical or instructional site associated with delivery of an academic program. Changes in location may have CSU or WSCUC approval implications <i>See pp. 25-26.</i> Resource: WSCUC Substantive Change Resources
Policy, Executive Orders, and Regulatory Frameworks	
Executive Order (EO)	CSU systemwide directive issued by the Chancellor that establishes requirements affecting academic programs, curriculum, degrees, implementation, or other university operations <i>See pp. 31 and 34-36.</i> Resource: CSU Policy Library
Executive Order 1071 (EO 1071)	CSU executive order delegating authority for approval of options, concentrations, special emphases, and minors and establishing requirements relevant to academic program structure <i>See pp. 34-36.</i> Resource: Executive Order 1071
Title 5, California Code of Regulations	State regulations governing many CSU academic requirements, including degree standards, General Education, unit requirements, and authorized degree types <i>See pp. 31-37.</i> Resource: Title 5, California Code of Regulations

AB 928 / Student Transfer Achievement Reform Act of 2021	California legislation that established a singular lower-division General Education transfer pathway for California Community College students transferring to the CSU or UC and made related changes to transfer pathways <i>See pp. 18-19 and 32-33. Resource: AB928</i>
California General Education Transfer Curriculum (Cal-GETC)	Statewide lower-division General Education transfer pattern implemented beginning Fall 2025 for California Community College students transferring to the CSU or UC <i>See pp. 18-19 and 32-33. Resource: CSU General Education</i>
CSU General Education Requirements	CSU systemwide General Education requirements applicable to undergraduate degree programs. The current pattern took effect beginning Fall 2025 <i>See pp. 18-19 and 32-33. Resource: CSU General Education</i>
WSCUC Substantive Change Policy	Accreditation policy requiring certain significant changes in institutional or program scope, delivery, location, or control to receive appropriate review or approval before implementation <i>See pp. 25-31. Resource: WSCUC Substantive Change Resources</i>
CSU Academic Program Planning and Development	Chancellor's Office framework and resources governing new degree development, program modifications, elevations, reporting, and other system-level academic program actions <i>See pp. 25-29 and 50. Resource: CSU Program Development</i>
Abbreviations and Review Entities	
AP	Academic Programs Office
APPC	Academic Planning and Policy Committee
AVP AP	Associate Vice President for Academic Programs
BOT	Board of Trustees
CAMP	Campus Academic Master Plan
CAT	Catalog
CHAIR	Department or Program Chair
CO	Chancellor's Office
DEAN	School Dean or Extended University Dean, as applicable
EM	Enrollment Management
GE / GEC	General Education Committee
LCC	Local Curriculum Committee
ORIG	Originator
PRES	President
PROV	Provost
REG	Registrar
SEN	Academic Senate
TECH	Academic Programs Technical Review
WSCUC	WASC Senior College and University Commission

Appendix D: Life of a Curriculum Proposal

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Appendix E. Curriculum Approval and Review Checklist

Identify the review and approval entities involved in curriculum proposals.

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✓ - Review or approval entity involved Depends - Conditional involvement Blank - Not involved

New programs and program structures

Proposal type	WSCUC	Pro forma	Chair	Dean(s)	LCC	GE	APPC	Senate	Provost	President	CO
Academic Master Plan (AMP campus updates)							✓	✓	✓	✓	✓
New Program Proposal for AMP (program projection request)			✓	✓			✓	✓	✓	✓	✓
New Program Curriculum (program curriculum proposal with all its courses)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Program Elevation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
New Emphasis/concentration	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
New Completion Program	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
New Minor		✓	✓	✓	✓		✓	✓	✓	✓	✓
New Credential Program	✓	✓	✓	✓	✓		✓	✓	✓	✓	
New Certificate	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

Program modifications

Proposal type	WSCUC	Pro forma	Chair	Dean(s)	LCC	GE	APPC	Senate	Provost	President	CO
Program Modification	Depends	Depends	✓	✓	✓	Depends			✓	Depends	Depends
Emphasis/Concentration Modification	Depends	Depends	✓	✓	✓	Depends			Depends	Depends	Depends
Completion Program Modification	Depends	Depends	✓	✓	✓				Depends	Depends	Depends
Minor Modification			✓	✓	✓						
Certificate Modification	Depends	Depends	✓	✓	✓						Depends
Program Modality change	✓	Depends	✓	✓	✓				✓	✓	✓

Course proposals and catalog updates

Proposal type	WSCUC	Pro forma	Chair	Dean(s)	LCC	GE	APPC	Senate	Provost	President	CO
New Course (not GE)			✓	✓	✓						
New GE Course			✓	✓	✓	✓					
Course Modification			✓	✓	✓						
GE Course Modification			✓	✓	✓	✓					
Cross-listing			✓	✓	✓	Depends					

Code	Meaning	Code	Meaning
ORIG	Originator	CHAIR	Department Chair
DEAN	School Dean or Extended University Dean	EU	Extended University
A&S	School of Arts and Sciences	BUS	MVS School of Business
EDUC	School of Education	GEC	General Education Committee
APPC	Academic Planning and Policy Committee	LCC	Local Curriculum Committee
PROV	Provost	PRES	President
CO	Chancellor's Office	BOT	Board of Trustees
WSCUC	WASC Senior College and University Commission	AP	Academic Programs Office
AVP AP	Associate Vice President, Academic Programs	REG	Registrar
EM	Enrollment Management	CAT	Catalog
TECH	Technical Review by Academic Programs	SEN	Academic Senate

Appendix F: EGIS Review Guidelines for LCC Use

The following framework—adapted from the Behavioral and Social Sciences Local Curriculum Committee (AY 19–20)—offers structured guidance for reviewing proposals through an “EGIS” lens

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EGIS reviews support enrollment growth and institutional strategy by identifying issues that impact program sustainability, academic excellence, or compliance. LCCs are encouraged to use this framework to support high-quality, mission-aligned curriculum.

E – ERROR(S)

A proposal component that points to a potential for a flaw or mistake for the program, campus, or system. Should be rarely found given the wisdom of our colleagues. For example, if a proposal for a Canadian Studies program stated that Canada is pretty much an American-owned territory, this would be an error. Notations about errors should include citations where possible.

G – GAP(S)

A proposal component that is missing. For example, if working with a GVAR proposal, if the proposal does not include a benchmark enrollment, a title or description including the word “writing”, and references to the expectations for written work with feedback and opportunities for revision, then a gap exists. When gaps are noted, the committee will consult with the proposer to fill the gaps rather than fill them.

I – INACCURACY(IES)

A piece of information that is incorrectly presented as fact. Often results from typos or use of old information. Does not materially change the essential merit of the proposal but should be corrected prior to approval. The committee may correct and notify proposer or ask proposer to correct depending on the inaccuracy and the relative ease of access to accurate information.

S – SUGGESTION(S)

Improvement-oriented thoughts for the committee or proposer to consider prior to approval. These will be judiciously made to not transgress on expertise. Suggestions could include ideas that are not necessary for the proposer to take on to secure approval. Other suggestions focus on threats to final approval. Suggestions are made with the best intentions toward the goal of academic excellence and student success. For example, rewording of learning goals to better fit within Bloom’s taxonomy.

Appendix G: Chancellor's Office Timeline- New Programs

A faculty guide to the path from initial proposal to first enrollment.

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Begin with a Short Form New Program Proposal. Campus review and Chancellor's Office (CO) submission lead to Board of Trustees (BOT) approval of the Academic Master Plan (AMP) projection.

SHORT FORM → BOT APPROVAL

1

Outline the proposed degree, demand, and resources. BOT approval starts the first timeline; it does not authorize enrollment.



WITHIN 2 YEARS OF BOT APPROVAL

Submit the full degree proposal to the CO

FULL PROPOSAL → CO APPROVAL

2

Complete curriculum and resource plans, obtain campus approvals, and AP Office submit the proposal for CO review.



WITHIN 2 YEARS OF CO APPROVAL

Implement the program and enroll the first cohort

IMPLEMENT → FIRST ENROLLMENT

3

Complete any required accreditation approvals and launch the program.

Typical AMP projection windows

The annual AMP call generally comes in September; the summer projection call generally comes in early May. Campus deadlines occur before the CO submission windows below.

Cycle	CO submission	BOT review
Annual AMP	Early January	Mid-March
Summer projections	Late June	Late September

The summer cycle offers another opportunity to project a new degree.

Plan early with Academic Programs. Confirm campus and accreditation deadlines. The two-year development period applies to newly approved AMP projections; confirm deadlines for older projections.