

ADOPTED: May 31, 2022

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA
AS-946-22

RESOLUTION TO ESTABLISH PROCESSES FOR CURRICULUM AND ACADEMIC PROGRAM
PROPOSAL REVIEW FOR CONVERSION TO SEMESTERS

- 1 WHEREAS, the California State University Chancellor’s Office has directed Cal Poly to
2 convert from quarters to semesters beginning in fall 2026; and,
3
4 WHEREAS, the California State Legislature has mandated in Assembly Bill 928: Student
5 Transfer Achievement Reform Act a revision to general education in the
6 California State University system beginning in Fall 2025; and,
7
8 WHEREAS, the conversion of Cal Poly’s curriculum and academic programs requires a review
9 of every course (4,320 total courses) and academic program (undergraduate and
10 graduate degree programs, minors, concentrations, options, credentials,
11 emphases, specializations) on a variety of timelines between 2022-2026; and
12
13 WHEREAS, semester conversion entails an increased workload for the faculty at large and, in
14 particular, a significantly increased workload for the chairs and committee
15 members of the Academic Senate Curriculum Committee, General Education
16 Governance Board, and United States Cultural Pluralism Review Committee; and
17
18 WHEREAS, the deadlines imposed by the Chancellor's Office require a compressed timeline
19 for curricular reform; and
20
21 WHEREAS, the attached “Procedures for Curricular and Program Proposal Review, 2022-26”
22 represents an attempt to comply with these deadlines and conditions, despite
23 serious obstacles, as required by the Chancellor's Office; therefore, be it
24
25 RESOLVED, that the Academic Senate approve the attached “Procedures for Curricular and
26 Program Proposal Review, 2022-26”; and

Proposed by: Academic Senate Ad Hoc Semester
Conversion Committee

Date: May 13, 2022

Academic Senate Ad Hoc Quarter to Semester Committee Procedures for Curricular and Program Proposal Review, 2022-26

Executive Summary

As part of the quarter-to-semester conversion, the university shall establish

- Curricular review for all courses;
- Program proposal review for all academic programs: undergraduate and graduate degree programs, minors, concentrations, credentials, and certificates.

The Academic Senate shall

- Charge appropriate university-wide review committees—Academic Senate Curriculum Committee, General Education Governance Board, and United States Cultural Pluralism Review Committee—to coordinate with the academic colleges to complete curricular and program proposal review for the quarter-to-semester conversion.

Part 1: Academic Conversion Plan

Introduction

The quarter-to-semester conversion requires a review of all curricula and academic programs (undergraduate and graduate degree programs, minors, concentrations, credentials, and certificates). To facilitate these review processes, each academic department shall complete an Academic Conversion Plan for each of its academic degrees (undergraduate and graduate), minors, concentrations, credentials, and certificates. The Academic Conversion Plan is a concise overview of course and program revisions. Each department shall submit their Academic Conversion Plan(s) to the appropriate college curriculum committee for review and approval by January 27, 2023. Academic Conversion Plans will be published online so that academic departments can coordinate their course offerings. The process during Winter 2023 will be dynamic and iterative as departments work together to meet program requirements. The deadline for final approval of Academic Conversion Plans by College Curriculum committees will be March 17, 2023.

A. Academic Conversion Plan

The first part of the plan will be the Course Identification Section. This section shall

1. Identify each course offered by the department as New, Significantly Revised, Converted, or Discontinued. (See Part 2: Course Review Processes for course proposal categories and definitions)
2. Identify the number of semester-units for each course

The second part of the plan will be the Academic Conversion Section. This section shall

1. Identify each academic program offered by the department as New, Significantly Revised, Converted, or Discontinued (See Part 3: Program Proposal Review Processes for academic program proposal categories and definitions)

2. Identify all of the required major courses required for the academic program
3. Identify all of the support courses required for the program offered by other departments
4. Identify all electives offered within the department and by other departments
5. Identify the semester-unit totals for the academic program.

Part 2: Course Review Processes

A. Course Proposal Categories and Definitions

As part of the quarter-to-semester conversion, all courses must undergo curricular review. Courses will be divided into four categories that will determine the type of review to be applied (see Table 1 below). To provide a clear structure for this review, the curricular review process has been divided into five workflows:

- 1. New or Significantly Revised Non-General Education Courses**
- 2. Converted Non-General Education Courses**
- 3. New or Significantly Revised General Education Courses**
- 4. Converted General Education Courses**
- 5. Discontinued Courses**

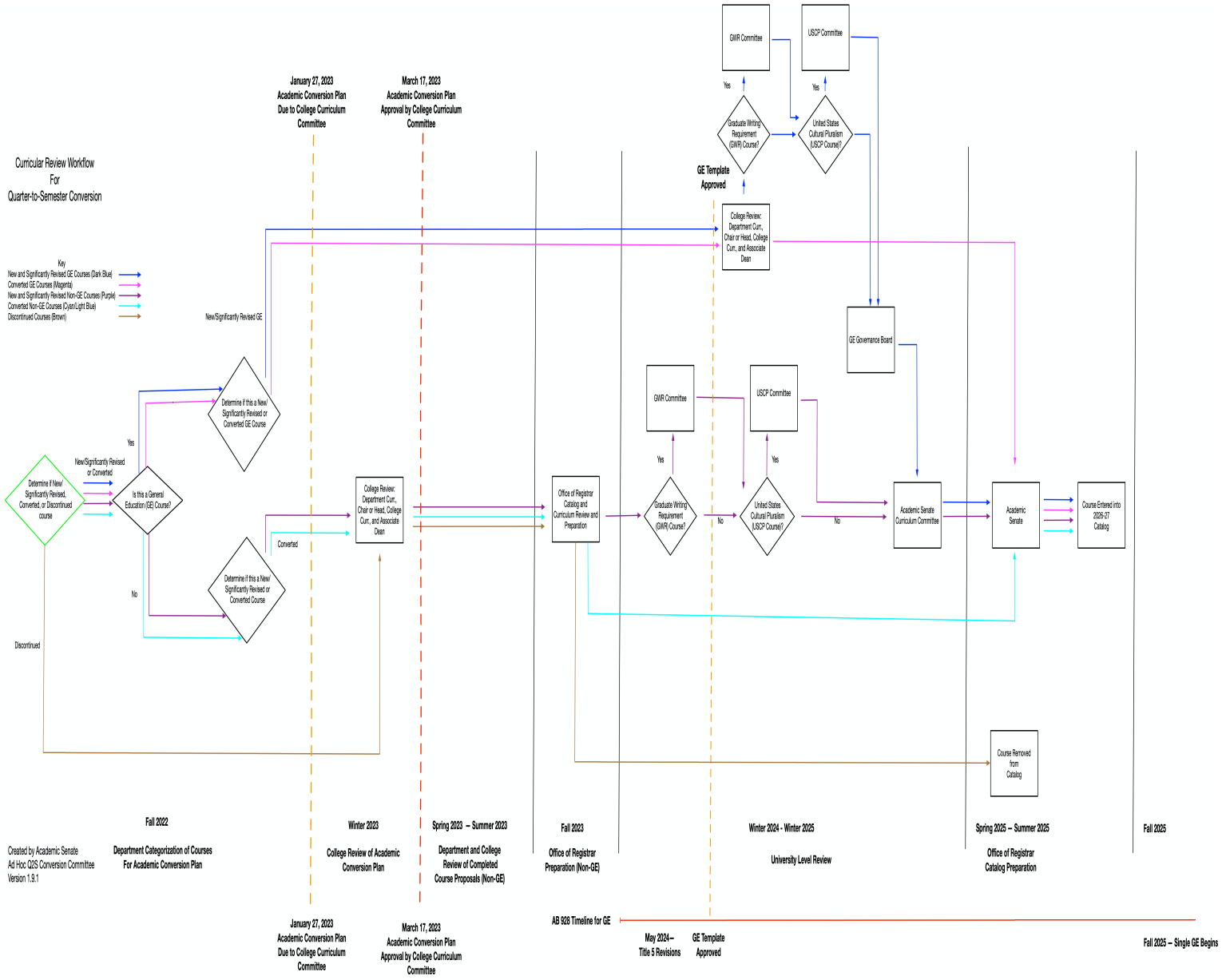
All courses will be submitted using the Course Management Inventory (CIM) and reviewed by the appropriate department/program curriculum committee, department head/chair, college curriculum committee, college associate dean, Academic Senate Curriculum Committee, and, finally, by the Academic Senate. Where required, courses will also be reviewed by the appropriate university curriculum review committees: United States Cultural Pluralism (USCP) Committee, Graduation Writing Requirement (GWR) Committee, and/or General Education Governance Board (GEGB). For specific workflow paths, see Diagram 1. To distinguish between the quarter and semester catalogs, all courses will be assigned a new course number by the Office of the Registrar.

Table 1: Course Categories and Definitions

Course Category	Definition
1. New	<ul style="list-style-type: none"> • New course that does not appear in the 2022-2025 Catalog
2. Significantly Revised	<ul style="list-style-type: none"> • Course that has modified 50% or more of its course content • Course that has significantly modified 50% or more of its Course Learning Outcomes (CLOs) or course criteria • Course currently has no Course Learning Outcomes (CLOs) and is adding them for the 2026-27 Catalog • Course revised to satisfy General Education (GE) Recertification (AB 928 EO) criteria or adding GE designation • Course revised to satisfy United States Cultural Pluralism (USCP) criteria (AS-910-21) or adding USCP designation

	<ul style="list-style-type: none"> • Course revised to satisfy Graduate Writing Requirement (AS-858-18) or adding GWR designation • Course open non-majors that has changed its mode • Changing course from lower to upper division or vice versa • Adding course prerequisites outside of the college
<p>3. Converted</p>	<ul style="list-style-type: none"> • Course that has modified less than 50% of its course content • Course that has modified less than 50% of its Course Learning Outcomes (CLOs) or course criteria • Course restricted to majors that has changed its mode • Changing units with the quarter-unit to semester-unit ratio (e.g. 4 quarter-unit Lecture/Seminar/Discussion to 3 semester units; 1 quarter unit Laboratory to 1 semester unit) • Changing course title or description for clarity • Removing and adding prerequisites within the college • Minimal changes to course title, course description, and descriptions in the Course Delivery and Resources section of the Course Inventory Management • Adding or removing modalities • Retention of existing articulation for lower-division courses (100-200 level). (Departments that do not want their existing articulation to carry over can request this through the Articulation Officer in the Office of the Registrar.)
<p>4. Discontinued</p>	<ul style="list-style-type: none"> • Course will be discontinued at the conclusion of the 2022-2025 Catalog

Diagram 1: Curricular Review Workflow, Including Compensation for Faculty Members and Staff for Summer 2023



B. Curricular Review Timelines

The timeline for curricular review depends on compensation available to faculty members and staff. This timeline is subject to change given faculty and support compensation for summer 2022 and summer 2024 and additional requirements related to conversion mandated by the Chancellor’s Office. Guidelines from the Chancellor’s Office related to AB 928 could also affect the timeline for General Education course review.

Table 2: Curricular Review Timeline, Including Faculty and Staff Support for Summer 2023

Fall 2022	Each academic department categorizes courses as New/Significantly Revised, Converted, or Discontinued in its Academic Conversion Plan and submits its plan to the appropriate college curriculum committee. (Please note: GE Courses can be categorized for the Academic Conversion Plan, but full course proposals cannot be submitted until the Chancellor’s Office releases AB 928 Requirements and New GE Template)
January 27th, 2023	Submission of Academic Conversion Plan(s) to College Curriculum Committee
Winter 2023	College Curriculum Committee Review of Academic Conversion Plans
March 17, 2023	Deadline for Academic Conversion Plan Approval by College Curriculum Committees
Sp. 2023-Su. 2023	Department and College-Level Review of Curriculum and Program Proposals by College Curriculum Committees
End of Summer 2023	Courses and program proposals due to the University
Fall 2023	Catalog & Curriculum Team review Proposals in preparation for review
W 2024 to W 2025	USCP, GWR, and ASCC review 2026-27 Catalog proposals
Fall 2024-W 2025	GEBB reviews 2026-27 Catalog proposals
Winter 2025	Complete Catalog Review and incorporate GE Pattern
Sp. and Su. 2025	Build and publish 2026-27 Catalog

Part 3: Program Proposal Review Processes

A. Program Proposal Categories and Definitions

As part of the quarter-to-semester conversion, all academic programs must undergo review. Academic programs include degree programs (undergraduate and graduate), minors, concentrations, credentials, and certificates. Academic programs will be divided into four categories that will determine the type of review to be applied (see Table 4 below). To provide a clear structure for this review, the academic program proposal review process has been divided into five workflows:

- 1. New Degree Program (undergraduate or graduate), Minor, Concentration, Credential, or Certificate**

2. **Significantly Revised Degree Program (undergraduate or graduate), Minor, Concentration, Credential, or Certificate**
3. **Converted Degree Program (undergraduate or graduate), Minor, Concentration, Credential, or Certificate**
4. **Discontinued Minor, Concentration, Credential, or Certificate**
5. **Discontinued Degree Program (undergraduate and graduate)**

All academic programs will be reviewed by the appropriate department/program curriculum committee, department head/chair, college curriculum committee, college associate dean, Academic Senate Curriculum Committee, and, finally, by the Academic Senate. Following California State University Policy, all newly proposed academic programs must also be submitted to the Chancellor’s Office to review.

Please Note: *The Chancellor’s Office has not provided guidelines for program proposal review of quarter to semester conversion for high-unit programs (programs that exceed 180-quarter units or would exceed 120-semester conversion units). All categories, definitions, and workflow processes for program conversion are subject to revision, pending requirements of the Chancellor’s Office.*

Table 3: Program Categories and Definitions

Program Category	Definition
New	<ul style="list-style-type: none"> • New Degree Program that does not appear in the 2022-2025 Catalog <i>Please note:</i> New Degree Programs (undergraduate and graduate) shall follow the preestablished university procedures and timelines. Available on the Academic Programs and Planning website: https://academicprograms.calpoly.edu/content/academicpolicies/new-degrees • New Minor, Concentration, or Certificate, that does not appear in the 2022-25 Catalog <i>Please note:</i> New Minor, Concentration, or Certificate, may require approval from the Chancellor's Office. Please consult with Academic Programs and Planning for guidance.
Significantly Revised	<ul style="list-style-type: none"> • Significant changes to an undergraduate or graduate degree program, including the following modifications: <ul style="list-style-type: none"> ○ Restructuring core curriculum or sequence of required courses

	<ul style="list-style-type: none"> ○ Adding or removing required courses ○ Adding units to an undergraduate or graduate program ○ Changes to budgetary requirements for the program ○ Undergraduate degree programs that exceed 120 semester units ● Significant changes to Minor, Concentration, or Certificate, including the following modifications: <ul style="list-style-type: none"> ○ Restructuring of course curriculum ○ Adding or removing required courses ○ Adding or removing units
Converted	<ul style="list-style-type: none"> ● Minimal changes to a Degree Program (undergraduate or graduate), Minor, Concentration, or Certificate including the following modifications: <ul style="list-style-type: none"> ○ Contraction or expansion of course sequences due to the new semester term length ○ Changing course sequences to align more effectively with semester term length ○ Adding or removing electives
Discontinued	<ul style="list-style-type: none"> ● Discontinuation of Degree Program (undergraduate or graduate), Minor, Concentration, or Certificate that appears in the 2022-25 Catalog <i>Please note:</i> Discontinuation of Degree Program (undergraduate and graduate) shall follow the preestablished procedures and timelines. Available on the Academic Programs and Planning website: https://academicprograms.calpoly.edu/content/academicpolicies/discontinuance

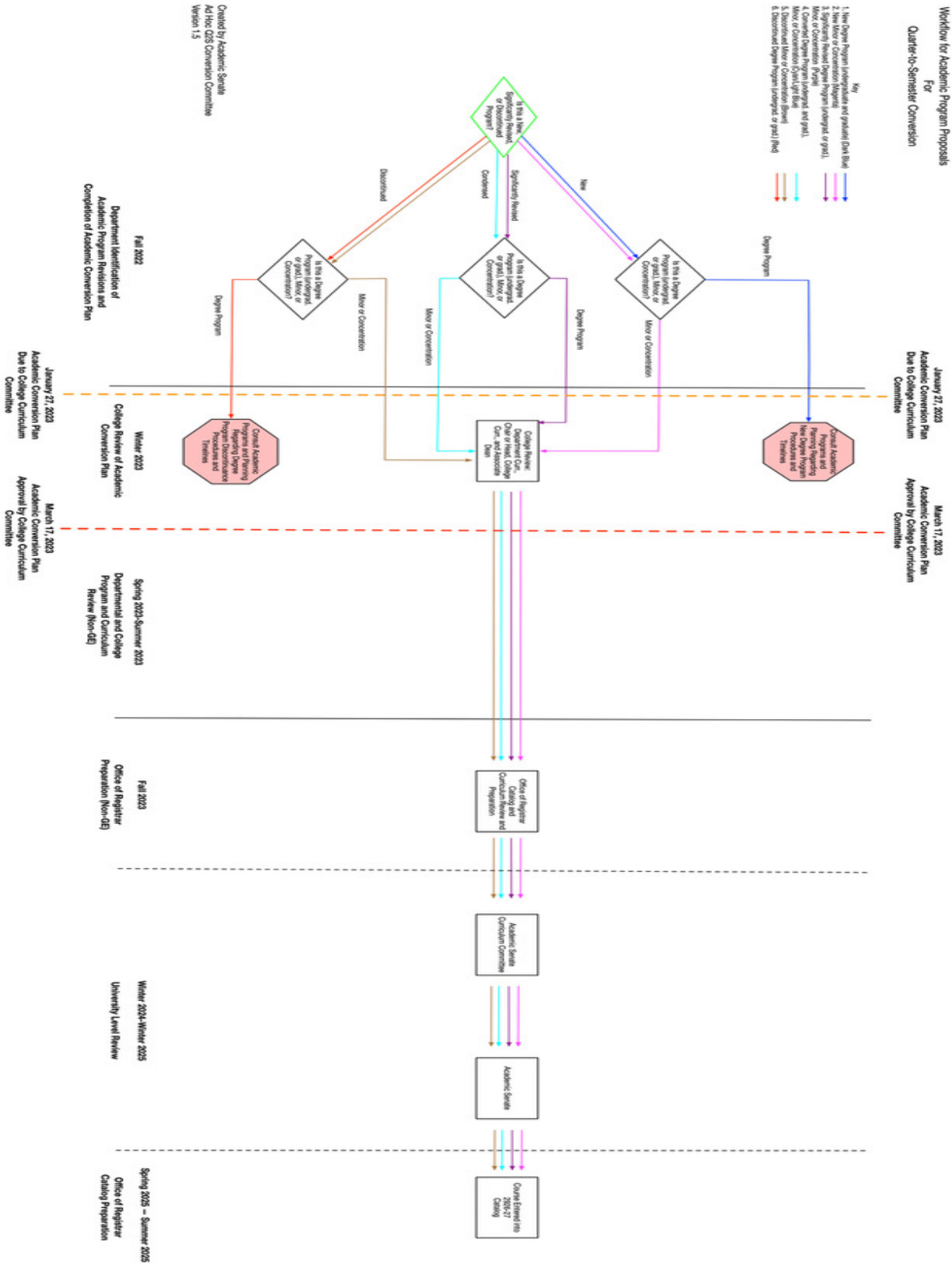
B. Timeline for Academic Program Proposal Review

The timeline for academic program proposal review is dependent on support models available to faculty members and staff. This timeline is subject to change given faculty and support compensation for summer 2022 and summer 2024. The timeline with faculty and staff support may be found in Table 4. This timeline is subject to change given faculty and support compensation for summer 2022 and summer 2024 and additional requirements related to conversion mandated by the Chancellor’s Office.

Table 4: Timeline for Academic Program Proposal Review, including Faculty and Staff Support for Summer 2023

January 27, 2023	Each academic department submits its Academic Program Plan to the appropriate college curriculum committee.
March 17, 2023	Deadline for Academic Program Plan Approval by College Curriculum Committees
Summer 2023	Program proposals due to the University
Fall 2023	Catalog & Curriculum Team review Proposals in preparation for review
W 2024 to W 2025	ASCC reviews 2026-27 Catalog proposals
Sp. and Su. 2025	Build and publish 2026-27 Catalog

Diagram 2: Academic Program Proposal Review Workflow



Part 4: Compensation Models for Academic Senate Curriculum Committees

Currently, members of the Academic Senate curriculum committees – Academic Senate Curriculum Committee (ASCC), General Education Governance Board (GEGB), and United States Cultural Pluralism (USCP) Review Committee – receive different levels of support time for their respective chairs and members (see Table 6). As part of the quarter to semester conversion curriculum review process, the workload on these committee will be significantly increased, as indicated in the different workflows in Diagrams 1 and 2.

The appropriate level for support for Academic Senate curriculum committee chairs and members for the 2023-24 and 2024-25 Academic Years, excluding summers, are indicated in Table 5. As indicated in the review timelines above, university-level curricular review will begin in Winter Quarter 2024 and continue through Winter Quarter 2025. In addition, the implementation of AB 928 has created significant compression for review of General Education courses.

The estimated four-quarter review process is determined by the typical workload for the Academic Senate Curriculum Committee (ASCC). Using the Fall 2021 curricular face-to-face (Zoom) review time of courses and programs as a base, it took an estimated 10 minutes of review per course or program item.

Considering the current ~4320 courses, ~259 undergraduate programs (includes minors and concentrations), and ~79 graduate degrees (includes certificates and credential programs), it would take approximately 20 40-hour work weeks for the review to occur (Computation of Estimated Time = 0.17 hours/item * 4568 total items / 40 hours per work week). This is equivalent to 26 WTUs per committee member for ASCC committee meetings alone (1 WTU equals 30 hours).

This base amount does not account for the following limitations:

1. A significant amount of time to review courses and programs is done by curricular committee members prior to the scheduled meetings, and this time investment is not considered in this review time calculation (the review of ~4320 courses, ~259 undergraduate programs (includes minors and concentrations), and ~79 undergraduate and graduate degrees (includes certificates and credential programs) would conservatively take at least 150 hours, or the equivalent of 5 WTUs);
2. The time estimate assumes that the time required to review courses and programs is equal, but the time to review courses and programs is not equal;
3. This time estimate does not include any courses or programs that were rolled back and reviewed outside of Fall Quarter 2021;
4. Given the new categories defined (new, significantly revised, converted, and discontinued) in this “Resolution to Establish Processes for Curriculum and Academic Program Proposal Review for Conversion to Semesters,” there is no estimate how these individual categories will impact the curriculum review timing;

5. Given the new categories defined (new, significantly revised, converted, and discontinued) in this “Resolution to Establish Processes for Curriculum and Academic Program Proposal Review for Conversion to Semesters,” there is no estimate how this will impact the distribution of courses and/or programs within each category;
6. This does not include the additional curricular review impact of AB 928.

The compensation models in Table 5 are based on anticipated workload, and they are subject to revision based on issues related to AB 928 or other requirements mandated by the Chancellor’s Office. All projected compensation models are subject to consultation between the Academic Senate Chair and Provost, and they require approval by the Provost’s Office.

Table 5: Compensation for Academic Senate Curriculum Committee Chairs and Members

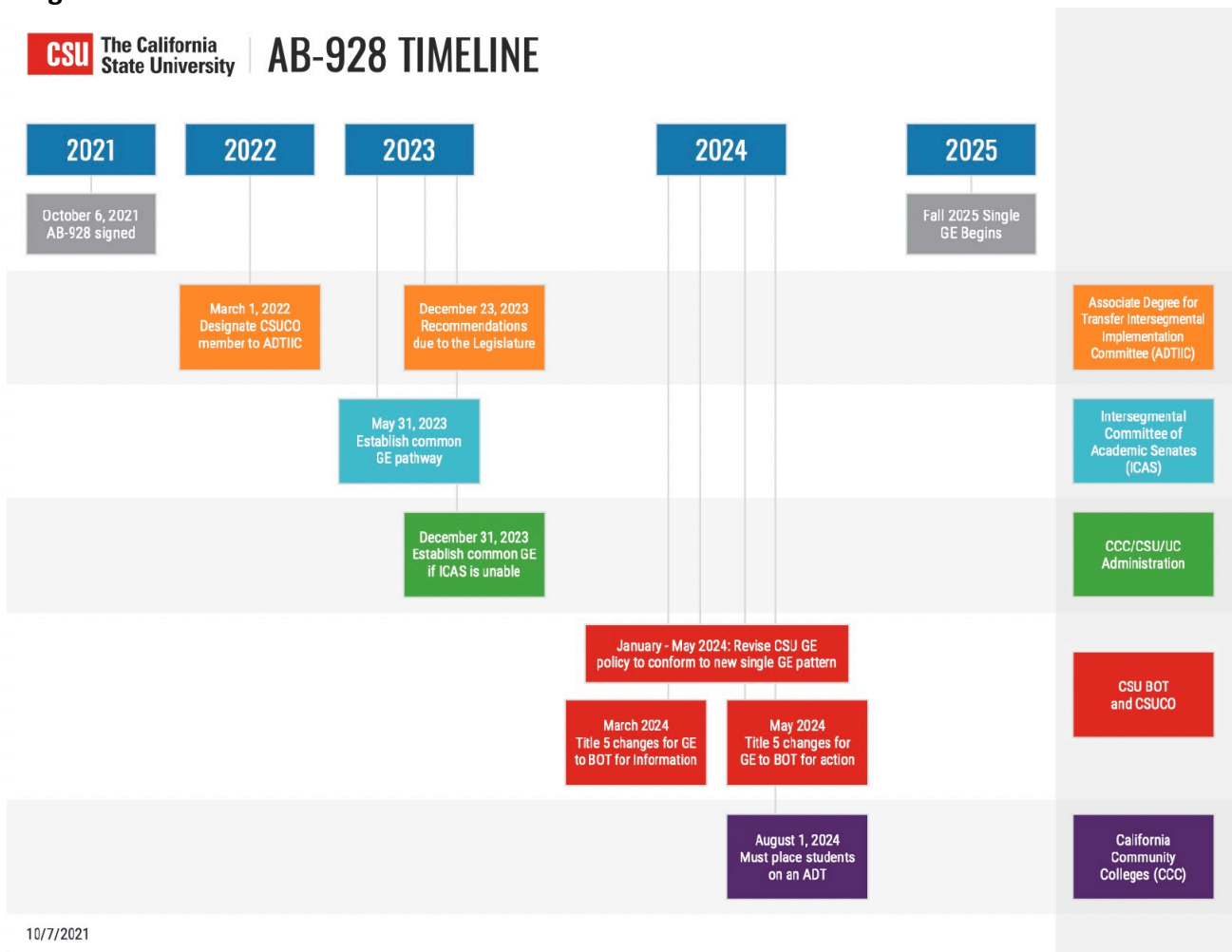
Position/Committee		AY 2023-24	AY 2024-25
Curriculum Committee	Chair	16	24
Courses to Review 4,230	CAED	16	16
	CAFES	16	16
	CLA	16	16
	CENG	16	16
	CSM	16	16
	OCOB	16	16
GE Governance Board	Chair	20	16
429 Courses to Review	CAED		4
	CAFES		4
	CLA		8 (4x2)
	CENG		4
	CSM		8 (4x2)
	OCOB		4
USCP Review Committee 96 Courses to Review	Chair	4	8

Table 6: Academic Senate Assigned Time, 2017-23

Position/Committee	Chair 2022-2023	2022-2023	2021-2022	2020-2021	2019-2020	2018-19	2017-18
Curriculum Committee	Chair	12	12	16	12	16	10*
	CAED	8	8	10	6	10	4**
	CAFES	8	8	10	6	10	6
	CLA	8	8	10	6	10	6
	CENG	8	8	10	6	10	6
	CSM	8	8	10	6	10	6
	OCOB	8	8	10	6	10	6
GE Governance Board		12	12	12	12	12	12
USCP Review Committee		4	8	2	2	0	2

Part 4: Background Information

Diagram 3: CSU AB-928 Timeline





OFFICE OF THE PRESIDENT

MEMORANDUM

To: Thomas Gutierrez
Chair, Academic Senate

Date: July 19, 2022

From: Jeffrey D. Armstrong
President

Copies: Rachel Fernflores
Amy Fleischer
Damon Fleming
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Cynthia Jackson-Elmoore
Aaron Keen
Dustin Stegner
Cem Sunata
Christine Theodoropoulos
Andy Thulin
Dean Wendt
Philip Williams

Jeffrey D. Armstrong

Subject: Response to AS-946-22 Resolution to Establish Process for Curriculum and Academic Program Proposal Review for Conversion to Semesters

By way of this memo, I acknowledge the above-entitled Academic Senate resolution.

As indicated in the resolution attachment, there may need to be some adjustments to timelines in response to direction from the Office of the Chancellor or due to university process decisions. For example, the Semester Conversion Steering Committee will review the proposed procedures in the light of CSU and WSCUC requirements and the input of student, staff, and faculty stakeholders. Also, as noted in the resolution attachment, further discussions between the Academic Senate chair and the provost regarding compensation for Academic Senate semester-related curriculum work are needed. I encourage additional discussions on these important matters.

Please extend my thanks to the Senate AD Hoc Semester Committee for its work in grappling with a complex process and to the members of the Academic Senate for their attention to this matter.