



AGENDA

1. **Call to Order** | Greenwood
2. **Approval of Minutes** | Greenwood
 - 2.1. Academic Senate Meeting on March 14, 2026 pp. 2-4
3. **Communications and Announcements** | Greenwood
4. **Consent Agenda** | April 28, 2026 p. 5
5. **Written Reports**
 - 5.1. **Academic Senate Chair** | Greenwood (none)
 - 5.2. **President** | Haft (none)
 - 5.3. **Provost** | Liddicoat p. 6
 - 5.4. **CSU Statewide Senate** | Frame, Rein, & Stegner (SLO); Senk & Inoue (Solano) pp. 7-8
 - 5.5. **CFA** | Kawamura (SLO) & Sinha (Solano) (none)
 - 5.6. **ASI** | Cabeliza & Engel p. 9
 - 5.7. **Strategic Enrollment Management & Student Affairs** | Harris pp. 10-11
6. **Discussion Items** | None
7. **Special Report**
 - 7.1. **[Time Certain: 3:30 p.m.] President’s Report** | President Jeffrey D. Armstrong
8. **Old Business Items** | None
9. **New Business Items** | All resolutions listed in this section are being introduced in first reading.
 - 9.1. **Resolution on Proposed New Degree Program: Bachelor of Arts in Women’s, Gender, and Queer Studies** pp. 12-114
Elizabeth Adan, Department Chair
 - 9.2. **Resolution on New Bachelor of Science Degree Program** pp. 115-192
Paul Anderson, Department of Computer Science and Software Engineering
 - 9.3. **Resolution on Course Syllabi**
Kris Jankovitz, Instruction Committee Chair pp. 193-195
10. **Adjournment** | Greenwood



ATTENDEES

ACADEMIC SENATE MEMBERS

Benjamin N.B Alexander OCOB Caucus Chair; Christian Anderson; Lisa Anderson; Brian Ayash; Jacques Belanger; Darin Bennett; Graham Benton; Bret Betnar; David Camp; Sabrina Canady; John Clements; Matthew Cole; Nikhil Deb; Dennis Derickson; Shunping Ding; Robert Easton; Alyson Engel ASI Board of Directors Chair; Matthew Fairbanks; Samuel Frame Vice Chair & Statewide Senator; Scott Fraser; Lauren Garner; Jerusha Greenwood Academic Senate Chair; Thomas Gutierrez Immediate Past Senate Chair; William Harrison; Brian Healy; Kara Hitchcock PCS Caucus Chair; Sean Hurley CAFES Caucus Chair; Taiyo Inoue; Kris Jankovitz; Eric Jones; Eric Kantorowski; Sarah Lester; Bo Liu; Heather Liwanag; Ulric Lund; Bwalya Malama; Casey McDonald-Liu; Elizabeth McNie; James Mealy; Ryan Miller; Keir Moorhead; Allison Myers; José Navarro; Phillip Nico; Patrick O’Sullivan; Erin Pearse; Steffen Peuker CENG Caucus Chair; Siroj Pokharel; Majid Poshtan; Steve Rein CSU Statewide Senator; Rebecca Richards; Andrew Schaffner BCSM Caucus Chair; Samuel Shalhoub; Dustin Stegner CSU Statewide Senator; Taufik; Alice Tierney-Fife; Hiren Trada; William Tsai; Stamatias Vokos; Daniel Waldorf; Christina Wolfe-Chandler; Ava Wright CLA Caucus Chair; Hocheol Yang

GUESTS

Simone Aloisio; Kenneth Brown; Helen Bailey; PJ Crocker; Cristal Cruz-Rios; Rachel Fernflores; Daniel Grassian; Jennifer Haft; Lisa Kawamura; Maneesh Kumar; Amanda Lathrop; Al Liddicoat; Beth Merrit Miller; Blair Middlebrook; Andrew Morris; Daniel Parsons; Dinesh Pinisetty; Tracy Richmond; Teshia Roby; Zora Sowinska; Shannon Sullivan-Danser; Jennifer Teramoto Pedrotti; Cari Vanderkar; Prema Windokun

MINUTES

1. **Call to Order** | Jerusha Greenwood, Academic Senate Chair, called the meeting to order at 3:10 p.m.
2. **Approval of Minutes**
 - 2.1. The [minutes](#) from the Academic Senate Meeting on March 10, 2026, were approved.
3. **Communications and Announcements**
 - 3.1. Jerusha Greenwood, Academic Senate Chair, announced that the University Union Solar Panel Launch will occur on May 7 from 11:00 a.m. - 12:00 p.m.
4. **Consent Agenda** | There being no objections, [all items on the consent agenda](#) were approved.
5. **Reports**
 - 5.1. **Academic Senate Chair:** No report.
 - 5.2. **President:** No report.
 - 5.3. **Provost:** The Office of the Provost provided a written report that may be viewed [here](#).
 - 5.4. **CSU Statewide Senate:** Statewide Senators provided a written report that may be viewed [here](#).
 - 5.5. **CFA:** Lisa Kawamura, CFA-SLO President, provided a written report that may be viewed [here](#).
 - 5.6. **ASI:** Alyson Engel, ASI Board of Directors Chair, reported that Marc Cabeliza, ASI President, attended the CSU Hill Week in Washington, D.C., engaging in advocacy work with CSSA. Engel



also shared that members of the Student Perception of Teaching ad hoc committee attended the ASI Board of Directors Workshop, where they discussed topics like course evaluation instruments.

- 5.7. Strategic Enrollment Management & Student Affairs:** The Division of Strategic Enrollment Management & Student Affairs provided a written report that may be viewed [here](#).

6. Discussion Items | None.

7. Old Business Items

7.1. Resolution on UFPP 13.1 Administrative Memos

Kenneth Brown, Faculty Affairs Committee Chair, reintroduced in first reading a Resolution on UFPP 13.1 Administrative Memos. This resolution revises UFPP 13.1 changing procedure for adding administrative memos to UFPP Appendix, effective upon approval of this resolution. M/S/P to move a Resolution on UFPP 13.1 Administrative Memos to second reading. M/S/P to adopt a Resolution on UFPP 13.1 Administrative Memos.

7.2. Resolution on UFPP Procedural Updates for Semester Conversion

Kenneth Brown, Faculty Affairs Committee Chair, reintroduced in first reading a Resolution on UFPP Procedural Updates for Semester Conversion. This resolution implements an ad hoc exception to normal Academic Senate procedure for approving omnibus procedural revisions to UFPP specifically for AY 2026-2027. M/S/P to move a Resolution on UFPP Procedural Updates for Semester Conversion. M/S/P to adopt a Resolution on UFPP Procedural Updates for Semester Conversion.

7.3. Resolution on Changes in Academic Senate Grants Review Committee Membership

Philip Costanzo, Grants Review Committee Chair, reintroduced in first reading a Resolution on Changes in Academic Senate Grants Review Committee Membership. This resolution supersedes resolutions AS-671-08 and AS-794-15. M/S/P to move a Resolution on Changes in Academic Senate Grants Review Committee Membership to second reading. M/S/P to adopt a Resolution on Changes in Academic Senate Grants Review Committee Membership.

7.4. Resolution on Final Assessments/Exam Scheduling Overload

Kris Jankovitz, Instruction Committee Chair, reintroduced in first reading a Resolution on Final Assessments/Exam Scheduling Overload. This resolution updates AS-78-13 for semester conversion and provides a timeline for students to request the rescheduling of an assessment during final exam week. M/S/P to move a Resolution on Final Assessments/Exam Scheduling Overload to second reading. M/S/P to adopt a Resolution on Final Assessments/Exam Scheduling Overload.

8. New Business Items

8.1. Resolution on Scheduling of Online Assessments

Kris Jankovitz, Instruction Committee Chair, introduced in first reading a Resolution on Scheduling of Online Assessments. This resolution revises some of the provisions and



CAL POLY

Academic Senate

Academic Senate Meeting

Tuesday, April 14, 2026 | 3:10 p.m. – 5:00 p.m.

guidelines in AS-939-22 in preparation for semesters. This resolution will return in first reading at the next Academic Senate meeting.

8.2. Resolution on Course Syllabi

Kris Jankovitz, Instruction Committee Chair, will introduce this resolution in first reading at the next Academic Senate meeting.

8.3. Resolution on to Establish Cal Poly's San Luis Obispo and Maritime Academy Principles of Community

Jorge Moraga, Diversity Committee Chair, will introduce this resolution in first reading at the next Academic Senate meeting.

8.4. Resolution on Office Hours

Kenneth Brown, Faculty Affairs Committee Chair, will introduce this resolution in first reading at the next Academic Senate meeting.

9. Adjournment | Jerusha Greenwood, Academic Senate Chair, adjourned this meeting at 5:00 p.m.

Minutes submitted by

P.J. Crocker



The following courses have been put on the Consent Agenda for the April 28, 2026, Academic Senate meeting. These courses are exceptions to the catalog review cycle.

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
AG 5582 Agricultural Research Seminar (1), 1 seminar	Reviewed and recommended for approval 04/06/2026.	On the consent agenda 4/28/2026		
AGED 5530: Developing FFA and Supervised Agricultural Experience Programs in Secondary Education (3), 3 lectures (existing course proposed to be offered online)	Reviewed recommended for approval 04/06/2026.	On the consent agenda 4/28/2026		
BUS 4404 Law, Governmental, and Social Influences on Business (3), 3 lectures (existing changing online modality, removing RO)	Reviewed and recommended for approval 03/06/2026.	On the consent agenda 4/28/2026		
DATA 2000 Data Science Seminar (1) 1 seminar	Reviewed and recommended for approval 04/14/2026.	On the consent agenda 4/28/2026		
WGQS 3000 Career and Leadership Proseminar (2), 2 seminars	Reviewed and recommended for approval 04/05/2026	On the consent agenda 4/28/2026		
WGQS 4460 Senior Project (4), 4 seminars	Reviewed and recommended for approval 04/05/2026.	On the consent agenda 4/28/2026		

These items are found on the [Status of Proposals webpage](#), Proposals Outside of the Catalog Review Cycle.

Pursuant to AS-829-17, “Items removed from the Academic Senate consent agenda will be placed on the Senate agenda as business items. Personnel policy revisions shall be presented as reports attached to resolutions. The report contains the new university policy and all background or explanatory information about the change in policy. The Academic Senate Faculty Affairs Committee chair (or designee) is responsible for presenting the policy proposal to the Academic Senate Executive Committee and to the Academic Senate. The Academic Senate Chair (or designee) may invite interested parties concerning the policy proposals to be present at the meetings where pulled proposals will be discussed. Items not removed from the consent agenda are considered approved on the meeting date of the consent agenda.”

CENG Dean Search Update

The search for the endowed dean of the College of Engineering and the Noyce School of Applied Computing will continue, and no appointment will be made at this time. This decision reflects the need to better align the scope of the role with the college's evolving priorities and the range of perspectives we heard throughout the search process.

Feedback from across the college and broader community pointed to the increasing complexity of the role—balancing strong internal academic leadership with expanded expectations for external engagement, including industry partnership, fundraising, and the continued development of the Noyce School and AI initiatives. As a result, we are taking this opportunity to clarify the leadership structure that will best support both dimensions of the work.

Cal Poly AI Symposium – May 6–7, 2026

The Office of the Provost and the Noyce School of Applied Computing will host the Cal Poly AI Symposium on Thursday, May 7, 2026, in the Chumash Auditorium. The symposium will bring together faculty, staff, students, administrators, and industry partners to explore the evolving role of artificial intelligence in higher education, the workforce, and society.

Additional **in-person pre-symposium programming** will be held on Wednesday, May 6, at the JUSTIN and J. LOHR Center for Wine & Viticulture. These sessions are designed to support deeper faculty engagement and applied learning in advance of the full symposium.

Pre-symposium sessions include:

- **Faculty Luncheon & AI Discussion (12–2 p.m.)** – A facilitated discussion focused on AI policy, instructional practices, and campus considerations, with an emphasis on dialogue and shared learning. Lunch will be provided.
- **AI for Competitive Advantage (2–4 p.m.)** – A featured applied session led by industry leader Stan Van Vleck, focused on practical strategies for using AI to support decision-making, innovation, and organizational effectiveness.
- **Networking Reception (5:30–7:30 p.m.)** – *Location to be confirmed*; an opportunity to connect with colleagues, speakers, and partners.

The May 7 symposium will feature keynote speakers, faculty and industry panels, and concurrent sessions addressing AI in teaching and learning, workforce applications, ethical and human-centered considerations, and emerging technologies. Virtual access will be available for keynote and panel sessions.

Faculty participation is encouraged, particularly in the May 6 discussion, as the university continues conversations around AI policy, pedagogy, and practice.

Registration and additional information: <https://provost.calpoly.edu/aisymposium2026>

**Submitted by Dustin Stegner**

The Academic Affairs committee has drafted a letter for the Board of Trustees regarding proposed changes to Title 5. In particular, these revisions would introduce three new undergraduate degree types: Bachelor of Education (BEd), Bachelor of Professional Studies (BPS), and Bachelor of Applied Studies (BAS). The committee believes that these degrees have potential benefits, including addressing teacher shortages, expanding access for nontraditional students, supporting workforce-relevant education, and fostering innovation and interdisciplinarity. However, the committee raises significant concerns about reduced-unit bachelor's degrees. It believes that calling degrees under 120 units bachelor's degrees risks devaluing traditional BA and BS degrees and confusing students and employers. The committee requests that the Chancellor's Office conduct more consultation with the CSU Academic Senate on these proposed changes.

Submitted by Steve Rein

Here is some important information related to legislative activity.

The initial legislative positions approved by the ASCSU on March 6 have had some updates based on the input from the Fiscal and Governmental Affairs committee (FGA). Please see the [current legislative positions of the ASCSU](#).

Key bills to (continue to) watch would include:

[AB 2236 \(Berman\)](#) - Oppose. This bill would set up a common CCC curriculum for lower division and force the CSUs to accept those courses for transfer credit without review. The criterion of 70% commonality for a CCC course to be included as, for example, a Stat 1 course implies that at different CCCs students would be receiving considerably different content, but they would be transferring into the CSU as the same course. This could be particularly bad as it sets up some transfer students to do poorly in their follow-up courses. Problems with ASSIST.org and the speed of CCCs adopting a common course numbering system don't find solutions in this bill that is marketed as helping students transfer successfully. This bill passed in the Higher Education Committee and will be heard next in the Appropriations Committee.

[AB 2693 \(Alvarez\)](#) - This Bill was amended before the Assembly Higher Education committee hearing on it. The amendments stripped out any mention of PhDs for CSUs and it is now apparently just a bill defining new names for Cal Poly Maritime within Title



V. The former ASCSU position was oppose but we will likely drop opposition due to the dramatic amendment.

[AB 2694 \(Alvarez\)](#) - Oppose. Allows 4-year baccalaureate degree programs in CCCs as long as there isn't CSU or UC duplication within the CCC's district. The bill also tips the scale very much in favor of the CCCs from even the AB 927 language. If the CCC CO thinks there may be CSU duplication, they will reach out to the CSU to ask and if the CSU believes there to be a problem, the CSU needs to reply formally with evidence which the CCC CO will then consider before making a decision to approve. Note: [SB 960](#) and many others are on the same topic. They're like the many variants of chocolate ice cream. Sure, one might be black chocolate and another might have brownie chunks in it but they're all chocolate. AB 2694 and SB 960 seem the most likely to gain traction of the pack. We also presume due to how the CCC has historically worked, they will interpret an approval of a degree program for one CCC as an approval for all. I cannot find language in 2694 that says otherwise. There have been some amendments and AB 2694 was approved by the Assembly Higher Education Committee (6-3 which was surprisingly close) and is on to the Assembly Appropriations Committee. Odds are that SB 960 will be the controlling version of the CCC BA degree question moving forward. SB 960 also was approved by the Senate Education Committee and is now heading into Appropriations.

Note on CCC BAs: Vice-Chancellor Junius Gonzalez testified before Assembly Higher Education on Tuesday April 21, and the CSU made a point of saying that Prop 98 funding should NOT be used to support the additional costs of BSN coursework. This will likely be heard again several times as discussions on CCC BAs occur. We believe that California Teachers Association membership may oppose the use of Prop 98 funding for Baccalaureate coursework within community colleges as that was not the purpose of Prop 98 and doing so will effectively be a transfer of funding away from K-12 into CCCs if the current prop-98 funding formula is used.

Lastly, Wednesday will be the Interim meetings then our Thursday and Friday Plenary will result in some updates. Senator Frame's last meeting will be Friday. We will also be electing new ASCSU leadership on Friday. Future reports will have this information along with discussions of the May revise where the CSU remains hopeful that the revenue forecasts will allow the governor to keep the CSU funding level at the January amount and allow the legislature to fund the CSU at the current level.

**CSU Hill Day**

- Andrew Angulo, Alexander Levine, and Marc Cabeliza, alongside President Armstrong, met with Congressman Carbajal and Congressman Panetta to advocate for funding the Pell Grant Shortfall, AI Integration, and Emergency Research Institution Funding.

Maritime Integration

- ASI Bill #26-01, amendments to the bylaws to incorporate the new Maritime Campus student governance structure, is on its way to the Board of Directors and will go to a vote on May 13th. A huge step for ASI integration shared governance!
- Our HR staff are almost done with the hiring process for two new full-time staff to support ASI operations at the CP Maritime campus. Info will also be released soon for Maritime student positions within ASI, including lifeguards, facility supervisors, etc.

ASI Elections

- April 21st at 8 a.m. marks the start of the ASI Elections voting period. Voting is open until April 23rd at 8 a.m. Please encourage your students to vote for ASI President and Board of Directors and keep an eye out for information on appointed positions to be released soon!
- Congratulations to our first elected Officer, Chair of UUAB, Jackson Martinez. Jackson is currently a 2nd year, Political Science Major, who sits on the Faculty Affairs Committee.

Academic Senate Meeting — SEM and Student Affairs Reports

Meeting Date: April 28, 2026

Building 15 Receives New Name: Mustang Commons

- Mustang Commons is the new name of Building 15, the home of Black Academic Excellence Center, Cal Poly Scholars, Educational Opportunity Program (EOP), La CASA, TRIO Achievers and Wonderful's College Scholarship Program.
- Mustang Commons aligns with the building's function as a student-centered hub for collaboration and community building. The building sits directly next door to the Lynda and Stewart Resnick Student Success Center.
- The name was selected following survey feedback and consultation with Cal Poly staff and student groups. The survey feedback indicated the strongest naming concepts emphasize community, belonging, success and Mustang identity.
- An event, Get to Know Mustang Commons: A Community Drop-In, is being planned for May 6 from 3-4:30 p.m. to invite the campus community to drop in and enjoy refreshments. Staff will be available to answer questions about the programs housed there.

Campus Community Members Gathered for CSU Student Success Framework Forum

- Members of our campus community gathered April 15 for a forum on the CSU Student Success Framework, co-hosted by SEMSA, the Office of the Provost and the Office of Culture and Institutional Excellence.
- This was an important opportunity to build a shared understanding of how the CSU system is defining and advancing student success and how that work translates to our efforts here at Cal Poly.
- Two SEMSA leaders, Jamilla Jamison, associate vice president for Strategic Enrollment Management, and Amie Hammond, executive director of Career Services, represented the division as part of a cross-divisional panel.

April Marks Sexual Assault Action Month

- April marks Sexual Assault Action Month. This year recognizes 30 years of Safer at Cal Poly and 25 years of Sexual Assault Action Month.
- Faculty and staff are encouraged to take part in Denim Day on Wednesday, April 29, and Take Back the Night on Thursday, April 30.

Open House and Poly Gives Update

- We recently had an incredibly successful weekend hosting Open House and PolyCultural Weekend, with more than 6,000 admitted students and their supporters checking in over the weekend.
- Thank you to all the departments and programs for hosting various events, tours, booths, and activities throughout the weekend.
- Poly Gives also took place over Open House weekend, and the SEMSA division raised nearly \$50,000 for our student programs.

Volunteers Needed at 2026 Commencement in San Luis Obispo

- Preparations are underway to celebrate our graduates at Commencement in San Luis Obispo on Saturday and Sunday, June 13-14.
- Cal Poly Commencement is seeking volunteers for one of six college-based ceremonies. Volunteer tasks may include greeting graduates and guests; ensuring guests have access to shuttles, wheelchairs and first aid; helping with stadium logistics, and more.
- Volunteers will receive food, drinks and a \$50 gift card to the Mustang Shop for each shift completed.
- Sign up [online](#) to volunteer.

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-____-26

**RESOLUTION ON PROPOSED NEW DEGREE PROGRAM: BACHELOR OF ARTS IN
WOMEN’S, GENDER, AND QUEER STUDIES (WGQS)**

Impact on Existing Policy: None

- 1 WHEREAS, The Women’s, Gender, and Queer Studies (WGQS) Department has a
2 long history of educating students to explore and analyze the myriad
3 ways that gender and sexuality are central to human societies and
4 individual lives; and
5
- 6 WHEREAS, Women’s, Gender, and Queer Studies is a field of study that emphasizes
7 various forms of service-oriented, practice-based learning that closely
8 align with Cal Poly’s signature Learn by Doing pedagogy; and
9
- 10 WHEREAS, Women’s, Gender, and Queer Studies is a field of study that provides its
11 graduates with skills and knowledge directly applicable to career and
12 leadership pathways across a range of professional roles and industries;
13 and
14
- 15 WHEREAS, The proposed Bachelor of Arts in Women’s, Gender, and Queer Studies
16 (WGQS) is distinctive from other undergraduate degree programs in the
17 field for its important integration of Critical Disability Studies; and
18
- 19 WHEREAS, The proposed Bachelor of Arts in Women’s, Gender, and Queer Studies
20 (WGQS) will add to Cal Poly’s already impressive roster of undergraduate
21 degree programs that meet the present and future needs of society and
22 industry and that address real-world problems via interdisciplinary
23 engagement along with community and industry partnerships; and
24
- 25 WHEREAS, Both the Cal Poly Provost and the CSU Board of Trustees approved the
26 addition of the proposed Bachelor of Arts in Women’s, Gender, and
27 Queer Studies (WGQS) to Cal Poly’s academic plan; and
28

29 WHEREAS, The department developed a new degree program (attached) using the
30 required template from the Chancellor's Office; and

31
32 WHEREAS, The proposed Bachelor of Arts in WGQS has been approved by the WGQS
33 Department curriculum committee, the College of Liberal Arts curriculum
34 committee, and the Academic Senate Curriculum Committee; therefore be
35 it

36
37 RESOLVED: That the Academic Senate of Cal Poly approves the new degree program
38 for the Bachelor of Arts in Women's, Gender, and Queer Studies (WGQS)
39 for final review by the Chancellor's Office.

Proposed by: Women's Gender, and Queer Studies Department
Date: April 21, 2026

Academic Programs, Innovations and Faculty Development

401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu/app

Phone 562-951-4677
Fax 562-951-4982
Email degrees@calstate.edu

**California State University
Degree Program Proposal Template
Revised April 2022**

Please note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- ***Please refer to the document "Tips for Completing a Successful Program Proposal" before completing the Program Proposal Template.***

Cal Poly Instructions:

- **Do not remove** the prompts from the template.
- Respond to each prompt directly under the item.
- Self-Support programs must also complete a budget. Ask APP for the template if you have not received it.
- Update the Index upon completion of the template so the page numbers will update. Click in the index, select update table, and then select update entire table.
- Using the Review tab in Word, insert comments where you have questions for APP.
- APP will do a preliminary review of the proposal before it is circulated to curriculum committees and after any changes are made as a result of campus reviews. Once the preliminary review is completed, make all subsequent changes with Word Track Changes turned on and save updated versions with v1, v2, v3, etc. appended to the document name.
- Complete the faculty checklist. It will be appended to the beginning of this document before submittal to the CO.
- Once all approvals on campus have taken place, APP will remove this cover page and replace it with a Cal Poly cover page.



Degree Designation (e.g., BA, MS, etc.)	BA
Campus Specific Degree Title	Women's, Gender, and Queer Studies (WGQS)
CSU Degree Title	Gender/Women's and Gay/Lesbian Studies (CSU Code 22990)
CIP Code (APP provides)	05.0207
CIP Code Degree Title (APP provides)	Women's Studies
Requested Start Term	Fall 2027
College	College of Liberal Arts
Department	Women's, Gender, and Queer Studies (WGQS)
Proposer Contact Name(s), Position(s), and Email(s)	Elizabeth Adan, WGQS Department Chair (eadan@calpoly.edu) Kelly Bennion, CLA Associate Dean for Academic Personnel and Operations (kbennion@calpoly.edu)

Contents

Cal Poly Instructions:.....	1
Contents.....	2
1. Program Type (Select all that apply)	3
2. Program Identification	3
3. Program Overview and Rationale	5
4. Curriculum.....	14
5. Societal and Public Need for the Proposed Degree Program.....	28
6. Student Demand	52
7. Existing Support Resources for the Proposed Degree Program.....	62
8. Additional Support Resources Required	66
9. Self-Support Programs	69

1. Program Type (Select all that apply)

- a. New Program (previously authorized as a projection by the BOT)
- b. Fast Track (bachelor's or master's only; not already on Campus Academic Plan)
- c. State-Support
- d. [Self-Support](#)
- e. Delivery Format:
 - Fully face to face
 - Hybrid
 - Fully online

Note: For new Pilots and Pilot Conversions use:

[Pilot Proposal template](#)

[Pilot Conversion template](#)

2. Program Identification

- a. Campus

Response: California Polytechnic State University, San Luis Obispo

- b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts in History).

Response: Bachelor of Arts in Women's, Gender, and Queer Studies
(BA WGQS)

- c. Date the Board of Trustees approved adding this program projection to the Campus Academic Plan.

Response: 9/13/2023 (per email sent on 9/15/2023)

- d. Term and academic year of intended implementation (e.g., fall 2024).

Response: Fall 2027

- e. Total number of units required for graduation. This will include all requirements (General Education and campus-specific graduation requirements), not just major requirements.

Response: 120 units

- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree program. Please identify the unit that will have primary responsibility.

Response: Women's, Gender, and Queer Studies Department, College of Liberal Arts

- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree program.

Response: Elizabeth Adan, Chair, WGQS Department

- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Response:

See Appendix A: Letter of Support from CLA Dean Kate Murphy

- i. Any other campus approval documents that may apply (e.g., curriculum committee approvals).

Response:

See Appendices B1 – B5 **[forthcoming]**:

1. Women’s Gender & Queer Studies Department Curriculum Committee approval
2. College of Liberal Arts Curriculum Committee approval
3. Academic Senate Curriculum Committee approval
4. Academic Senate Resolution
5. Presidential approval

- j. Substantive Change Screening Form:

- i. The [WASC Senior College and University Commission \(WSCUC\)](#) requires that the campus Accreditation Liaison Officer submit a Substantive Change Screening Form via the Accreditation Management portal for any proposed degree program. If it is determined that no substantive change review is required, please attach a separate document containing the email response from WSCUC.

Response:

See Appendix C: November 30, 2023, notification from WSCUC that substantive change review is not required for this new degree program.

- ii. If the proposed program is subject to WSCUC substantive change review, the campus shall submit a copy of the WSCUC Substantive Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

Response:

Not applicable

- k. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

Using a master list of degree programs and reporting codes, campuses report data to the Chancellor’s Office on applications, enrollments, and degrees granted. To ensure consistent record keeping, campuses use the same pairings of generic systemwide degree program titles and corresponding reporting codes. The required curriculum for each CSU degree program title (and level) is roughly comparable across the system and reflects the Classification of Instructional Programs ([CIP](#)) program definition for each CIP code. Campuses are allowed to use a slightly different campus-specific title, as long as it is reasonably similar to the official title. The program codes, however, remain the same

across the system. The CSU Degrees Database has fields for the official “generic” CSU title and a campus-specific title.

Campuses should suggest one CSU degree program code and one corresponding CIP code. The official list of approved systemwide degree titles and their assigned CSU and CIP reporting codes may be found in the [CSU Program Codes and Corresponding CIP Codes](#). If an appropriate CSU code does not appear on the system-wide list, you can search CIP 2020 <https://nces.ed.gov/ipeds/cipcode/default.aspx?v=56> to identify the code that best matches the proposed degree program. The CSU degree program code and CIP code will be assigned when the program is approved by the Chancellor.

Response:

CIP Code: 05.0207 (Women’s Studies)

CSU Code: 22990 (CSU title: Gender/Women’s and Gay/Lesbian Studies)

3. Program Overview and Rationale

- a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

Response:

1) Program purpose and strengths

Women’s, Gender & Queer Studies is an interdisciplinary field that promotes scholarly inquiry, education, and activism exploring and analyzing the myriad ways that gender and sexuality are central to human societies and individual lives. Given the centrality of gender and sexuality throughout social systems/structures and lived experiences, it is important for Cal Poly students to have the opportunity to pursue an in-depth and integrated course of study that addresses these topics, as they do in major programs at numerous colleges and universities across the United States, including more than a dozen CSU campuses. Currently, Cal Poly offers two distinct undergraduate minors in Queer Studies and Women’s & Gender Studies. While these minor programs provide students with important, if general, grounding in key concepts and methods central to their respective subfields, a new major in Women’s, Gender & Queer Studies (WGQS) will allow interested students to pursue more sustained and specialized studies of gender and sexuality. In particular, a Women’s, Gender & Queer Studies major at Cal Poly will explore constructions, experiences, expressions, and representations of gender and sexuality as they have been and continue to be formulated in historical and contemporary moments; in local, national, and global/transnational contexts; across the humanities, sciences, arts, and professions; and via intersectional modes of inquiry.

One of the key strengths of the proposed new program is that it has a high degree of flexibility for students, with an ADT option (currently in Social Justice Studies)¹ available for transfer

¹ Currently, the ADT option available for WGQS programs is in Social Justice Studies. However, in 2024, a new statewide Faculty Discipline Review Group (FDRG) was convened to develop an ADT in Women’s and Gender Studies more specifically aligned with existing programs. The new FDRG began meeting in Fall 2024, with Cal Poly’s current WGQS Department Chair serving as a member. The timeline for

students from the program’s initiation, as well as a substantial number of free elective units for students interested in double majoring in WGQS and in a second field, and/or majoring in WGQS and completing one or two minors. This flexibility will also facilitate participation by WGQS majors in high-impact practices such as study away/abroad, undergraduate student research, internships, and/or service learning (among other opportunities).² And as Cal Poly explores various ways to grow enrollment via year-round operations, a new WGQS major could be a program that participates in providing such an admission pathway for its students.

An additional key strength of our proposed WGQS major is its integration of the field of Critical Disability Studies as a central aspect of the program’s anti-racist intersectional approaches to studying gender and sexuality. Specifically, all students who major in WGQS at Cal Poly will be required to complete a third-year course focused on disability justice (currently projected as WGQS 3320: Disability Justice: Intersectional Activisms), with additional learning about ableism, disability, and equity incorporated throughout the WGQS major curriculum in various classes (e.g., WGQS 1101: Introduction to Women’s, Gender, and Queer Studies; WGQS 2201: Gender and Sexuality in US Society and Politics; WGQS 2401: Sexuality Studies; WGQS 3305: Feminist and Queer Methodologies; WGQS 4450: Feminist Theory, among other courses). This integration of Critical Disability Studies into the WGQS major at Cal Poly reflects a long history of cross- and interdisciplinary connections between WGQS and Critical Disability Studies, with key texts establishing and demonstrating these connections that date back to an early, small number of studies in the 1980s, followed by more sustained engagements since the 1990s.³ In fact, despite the longstanding connections between WGQS and Critical Disability Studies, there are relatively few examples of undergraduate degree programs in WGQS that incorporate Critical Disability Studies into their course requirements. Our proposed WGQS major thus does the important work of addressing this gap in WGQS undergraduate education, bringing forward the many substantive contributions that students, activists, scholars, and other professionals with disabilities have made in and to WGQS, and in and to the world more generally.

development, approval, and implementation of a new ADT in WGS will likely be at least two years, so we may need to initiate the proposed major with the existing ADT in Social Justice Studies (which has been used in the development of a transfer-friendly major curriculum outlined in Section 3b below). However, there is a high likelihood that, within a year or two of the implementation of the proposed major, a new ADT in WGS will be available, and the department is committed to doing whatever work is needed to transition from the existing ADT in Social Justice Studies to a new ADT in Women’s and Gender Studies.

² The WGQS Department currently supports students who pursue study abroad experiences and provides some opportunities for students to participate in undergraduate student research (e.g., via the BEACoN Research Scholars Program and the CLA Summer Undergraduate Research/Creative Activity Program), internships (in our existing WGQS internship course), and service learning (in coursework with specific WGQS faculty). However, if the proposed major is approved and implemented, these are all areas in which the department will work to expand its existing efforts.

³ Consider, for example, the overview of feminist disability studies published by Syracuse University’s Center on Human Policy; Syracuse University – The Center on Human Policy, “Women and Disability: Feminist Disability Studies,” <https://thechp.syr.edu/women-and-disability-feminist-disability-studies/>, accessed 6/17/2024.

2) Program fit with the institutional mission or institutional learning outcomes

A major in Women's, Gender & Queer Studies will fit closely with Cal Poly's mission and values, as well as the current campuswide strategic plan.

First and foremost, the projected Women's, Gender & Queer Studies major aligns with Cal Poly's core commitment to **Learn by Doing**, which is at the heart of Cal Poly's mission and values, by providing students with direct opportunities to actively engage in WGQS theory and practice. For instance, all of the required coursework in the major will involve discovery and experiential learning in which students encounter, synthesize, and reflect upon a wide diversity of information about and approaches to gender and sexuality, in order to expand existing knowledge about gender and sexuality and develop concrete skills and strategies focused on creating a more inclusive, just, and equitable world. In addition, a number of the required courses in the Women's, Gender & Queer Studies major will take this discovery and experiential learning beyond the classroom, requiring students to design and implement community service projects in consultation and collaboration with other campus programs and/or local organizations. What is more, the Women's, Gender & Queer Studies major will culminate in a senior project that requires students to apply key WGQS methods and theories to a chosen real-world problem, such as building more effective and engaging DEI training materials and programs for schools and/or the workplace; creating, promoting, and expanding more equitable, inclusive, and intersectional representations of gender and sexuality in art and media; or forging stronger partnerships across federal, state, and local agencies, community service organizations, and related institutions dedicated to providing resources and support to marginalized communities in California, in the US, and around the world.

Relatedly, a major in Women's, Gender & Queer Studies will directly contribute to **four of Cal Poly's seven Strategic Priorities**, as follows:

- **Strategic Priority #1: Enhance the Success of All Cal Poly Students:** A WGQS major will provide Cal Poly students who want to pursue in-depth, Learn by Doing education in WGQS with dedicated opportunities for educational success. In particular (and as discussed in more detail above), a WGQS major will contribute to Cal Poly's commitments to Learn by Doing by expanding this signature pedagogy to an additional major field. The WGQS major will also expand current opportunities for students to attain important knowledge and skills that will enable them to thrive in the diverse, evolving, and competitive world of the contemporary workplace, as well as in the contemporary world more generally.
- **Strategic Priority #3: Enrich the Campus Culture of Diversity, Equity and Inclusion:** The projected WGQS major is especially aligned with this strategic priority. Specifically, given the central role that diversity, equity, and inclusion play in WGQS as an interdisciplinary field of study and action, as well as the substantial contributions that the WGQS Department already makes to diversity, equity, and inclusion efforts at Cal Poly, a major in WGQS will sustain, expand, and enhance the campus climate and university community to make both more diverse, equitable, and inclusive. A WGQS major will also expand diversity learning and inclusive excellence on campus, and, with the addition of

a major in WGQS, Cal Poly will more closely reflect and will more effectively serve the diverse people of California.

- Strategic Priority #4: Strengthen our Portfolio of Academic Programs:** A major in WGQS will add to Cal Poly’s already impressive roster of undergraduate degree programs that meet the present and future needs of society and industry and that address real-world problems via interdisciplinary engagement along with community and industry partnerships. In particular, a WGQS major grounded in Cal Poly’s distinctive approach to Learn by Doing will be innovative within the field of WGQS, at the same time that, given the increasing threats to rights, resources, and opportunities for women and the LGBTQIA+ community in the US and around the world, a major in WGQS at Cal Poly will directly address current and future needs in relation to these communities in both society and industry. Indeed, many real-world problems—including, but by no means limited to, environmental justice and sustainability; challenges to democratic forms of governance; ableism and access; and technological equity—are deeply shaped by gender and sexuality. A WGQS major at Cal Poly will produce graduates with skills and knowledge that will empower them to contribute to effective and equitable strategies to address these and other real-world problems throughout society and across many different industries.
- Strategic Priority #5: Create an Engaged, Vibrant and Healthy Community for Students:** Given interdisciplinary WGQS commitments to and understandings of individual social responsibility as a vital element of forging a more inclusive, just, and equitable world for all, a WGQS major will contribute to this core component of Cal Poly’s fifth strategic priority, with a particular emphasis on creating an engaged, vibrant, and healthy community for students that is also a community of deeply engaged students.

The proposed WGQS degree program also fits with the [Mission and Vision of the College of Liberal Arts](#). For instance, a WGQS major will “encourage intellectual discovery and individual growth by promoting diversity, social responsibility, and life-long Learn by Doing in both the local and the global communities.”⁴ As noted above, Learn by Doing will be central to a WGQS major via discovery and experiential learning both within and beyond the classroom, the latter especially via community service projects and related learning opportunities, as well as senior projects, that will directly contribute to both students’ individual growth and their social responsibility. WGQS also promotes diversity, equity, and social justice across both local and global/transnational communities throughout its teaching and research, with additional emphases that especially relate to key components of the CLA’s Mission, Values, and Vision, including (but not limited to) critical inquiry and discourse, sustainability, responsible citizenship, and innovative action.

In addition, our proposed WGQS major will further expand the many important ways that the CLA already “diversifies, extends and enriches the broader polytechnic environment” of Cal Poly. As a result, a WGQS major will not only add to the existing CLA programs that “exemplify

⁴ College of Liberal Arts, Mission and Vision, <https://cla.calpoly.edu/mission>, accessed 6/21/2024.

the values required to create a robust, vibrant, diverse and responsible culture that sustains progress, beauty and justice for the larger society.”⁵ In conjunction with the CLA more generally, it also will directly contribute to the comprehensive nature of Cal Poly’s polytechnic identity, thus furthering Cal Poly’s mission and vision to be the nation’s premier comprehensive polytechnic university. A WGQS major will also increase the CLA’s and the university’s capacity for developing and inspiring whole-system thinkers by graduating students with in-depth understandings of the complexities of gender and sexuality who are “ready day one” to use their training and knowledge to serve California and to solve challenges throughout the US and around the world.

3) Compelling reasons for offering the program at this time

One of the primary and most compelling reasons for offering a BA in WGQS at Cal Poly at this time is the growing number of ongoing challenges to, and full reversals of, rights related to gender and sexuality in the US and around the world. The WGQS discipline generates knowledge that focuses on the ways that gender and sexuality have historically been, and frequently continue to be, characterized by restrictive norms and inaccurate stereotypes that shape social, political, economic, legal, and cultural institutions, all of which directly impacts individual lives on a daily basis. WGQS investigates and challenges these norms and stereotypes by developing more expansive, nuanced, and, above all, intersectional notions of gender and sexuality (understood in conjunction with race, ethnicity, socioeconomic class status, disability, national origin, religion, age, and size, among other factors) that more closely resemble the diversity of lived experiences of gender and sexuality throughout the world. In particular, WGQS majors learn concepts, develop skills, and generate insights that enable them to discern and intervene in restrictive norms and overlapping forms of oppression with care and compassion. WGQS thus educates students to value, support, and advocate for diversity, giving the field widespread relevance and applicability, and WGQS graduates are citizens and leaders committed to policy and action that create more equitable and inclusive social systems with positive, life-affirming impacts for all.

In addition, Cal Poly’s transition to the semester calendar starting in the 2026-27 academic year has provided an opportunity to explore and revise the entirety of our curriculum and to reenvision it with attention to an undergraduate major in WGQS. One of the key guiding principles of discussion in Cal Poly’s semester conversion efforts—not only in WGQS but throughout the College of Liberal Arts—has been an emphasis on revising the curriculum to more intentionally address the needs of transfer students. As proposed (and as previously noted), the WGQS major does this via an ADT to support transfer student admissions and a substantial number of free elective units to ensure that transfer students admitted to the WGQS major at Cal Poly have the flexibility to pursue high-impact opportunities as part of their degree studies, including (but not limited to, and as also noted above) one or more minor programs, a double major, study away/abroad, undergraduate research, internship opportunities, and/or service learning.

⁵ College of Liberal Arts, Mission and Vision.

Relatedly, current campus efforts to expand enrollments also make this a good time to propose and implement new programs such as an undergraduate major in WGQS. For instance, assuming the WGQS major proposal is approved and begins accepting students starting in the 2027-28 academic year, we would be open to exploring the year-round enrollment pathway, still currently under development at Cal Poly, for WGQS students.

- b. Provide the proposed catalog description. The description should include:
 - i. a narrative description of the program
 - ii. admission requirements
 - iii. a list of all required courses for graduation including electives, specifying course numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.
 - iv. total units required to complete the degree
 - v. ~~if a master’s degree, catalog copy describing the culminating experience requirement(s)~~

Response:

Narrative description of the program for the Cal Poly Catalog

As a discipline forged through feminist and queer organizing, Women’s, Gender, & Queer Studies (WGQS) is committed to scholar-activism and liberatory education. The WGQS major at Cal Poly promotes inquiry about gender and sexuality that empowers students to question, contribute to, and innovate in knowledge creation, community formation, activism, creative practice, and policymaking from anti-racist intersectional perspectives. Faculty teaching areas include disability justice; abolition feminisms; care work and mutual aid; sexuality in media and literature; cultural studies of girlhood, masculinity, and disability; and decolonial feminist science and technology studies. Students in the WGQS major learn to think critically; construct arguments with evidence; hone data and project management skills; and cultivate openness, awareness, and respect of individuals, groups, and perspectives. Throughout their studies, WGQS majors also develop interdisciplinary dexterity, prepare for leadership opportunities, and connect knowledge and theory with experience and practice.

Cal Poly's WGQS major is designed especially for students who are seriously concerned about equity, social justice, and quality of life in the 21st century and beyond. Our courses engage students in a variety of reflexive and applied activities aimed at identifying and dismantling privilege and oppression by building critical solidarities, and the WGQS major emphasizes learn by doing through internships, activism, advocacy, community-based research, and cultural production. The WGQS major at Cal Poly enthusiastically welcomes both first-year and transfer students, and our graduates are prepared for careers and/or advanced study in a variety of fields, including (but not limited to) education; healthcare; law; politics; government and nonprofits; and art, media, and cultural production.

Admission requirements

First-Year Factors

When a first-year application is reviewed, the following are considered:

- The applicant's intended campus location and program of study (the major to which application is made)
- The applicant's college preparatory courses in secondary school
- GPA earned in college preparatory courses
- The applicant's extra-curricular activities and work experience
- Non-cognitive variables deemed important to the campus

For a comprehensive look at Cal Poly's selection criteria for a first-year applicant, including deadlines, visit [Cal Poly Admissions Selection Criteria](#).

New Transfer Factors

When a lower-division² transfer application is reviewed, the following are considered:

- Have a cumulative grade point average of 2.0 (C) or better in all transferable units attempted;
- Have completed, with a grade of C- or better, a course in written communication and a course in mathematics or quantitative reasoning at a level satisfying CSU General Education Breadth Area A2 and B4 requirements, respectively;
- Be in good standing at the last institution attended; and
- Meet any one of the following eligibility standards.

Note also that Cal Poly (San Luis Obispo) only considers new transfer applicants at the junior level (60 or more transferable semester units or 90 quarter units by the time of transfer [end of previous spring term for Fall admission]). Cal Poly (San Luis Obispo) *does not* accept applications for these categories:

- Lower-division new transfer applicants (less than 60 transferable semester units or 90 transferable quarter units upon transfer)
- Students seeking a second baccalaureate degree
- Students seeking professional growth or professional development

Transfer Based on Current Admission Criteria

The applicant meets the freshman admission requirements in effect for the term for which the application is filed; – OR –

Transfer Based on High School Eligibility

The applicant was eligible as a freshman at the time of high school graduation and has been in continuous attendance in an accredited college since high school graduation; – OR –

Transfer Based on Making Up Missing Subjects

The applicant had a qualifiable eligibility index at the time of high school graduation (combination of GPA and test scores if needed), has made up any missing college preparatory subject requirements with a grade of C- or better, and has been in continuous attendance in an accredited college since high school graduation.

One baccalaureate-level course of at least 3 semester (4 quarter) units is usually considered equivalent to one year of high school study.

(Note: Some CSUs may require lower-division transfer students to complete specific college coursework, for example the four basic skill courses, as part of their admission criteria.)

For a comprehensive look at Cal Poly's selection criteria for a new transfer applicant, including deadlines, visit <https://www.calpoly.edu/admissions/transfer-student/selection-criteria/>.

Required courses for graduation

Note: For full course descriptions, which include prerequisites and related details, please consult Appendix D: WGQS Course Descriptions.

Please also note that the number of free elective units in the proposed curriculum (30) is meant to facilitate a double major option for interested students. Students pursuing WGQS as their only major field (meaning no double major) will be encouraged to use these free electives to pursue topics in our "Critical and Contemporary Issues" and "Cross- and Interdisciplinary Explorations" areas and/or to pursue a minor program that complements their academic and career interests.

WGQS Major - Degree Requirements and Curriculum

In addition to the program requirements listed below, students must also satisfy requirements outlined in more detail in the [Minimum Requirements for Graduation](#) section of the Cal Poly Catalog, including:

- 40 units of upper-division coursework
- Graduation Writing Requirement (GWR)
- 2.0 GPA
- U.S. Cultural Pluralism (USCP)

WGQS MAJOR COURSEWORK

minimum 53 units

WGQS CORE REQUIREMENTS (29 units)

- WGQS 1101: Introduction to Women's, Gender, and Queer Studies (3 units; meets GE 4B [current D2])
- WGQS 3000: Career and Leadership Proseminar (2 units; proposed)
- WGQS 3305: Feminist and Queer Methodologies (3 units)
- WGQS 3320: Disability Justice: Intersectional Activisms (3 units; meets GE UD-4 [current UD-D]; proposed)
- WGQS 3330: Feminist/Queer Transnational Studies (3 units; meets GE UD-4 [current UD-D])
- WGQS 4401: Seminar in Women's, Gender, and Queer Studies (3 units)¹
- WGQS 4450: Feminist Theory (4 units)
- WGQS 4455: Queer Theory (4 units)

- WGQS 4460: Senior Project (4 units) (proposed)

WGQS LOWER-DIVISION ELECTIVES (9 units)²

- Choose a minimum of any 3 lower-division WGQS prefix classes

WGQS UPPER-DIVISION ELECTIVES (choose a minimum of 4 classes, at least two from the first and one from the second of the two lists below; minimum of 15 units)^{2 3}

Critical and Contemporary Issues in WGQS:

- WGQS 3301: Contemporary Issues in Women's and Gender Studies (3 units; GE UD-4 [current UD-D])¹
- WGQS 3302: Contemporary Issues in Queer Studies (3 units; GE UD-4 [current UD-D])¹
- WGQS 3325: Masculinity Studies (3 units; GE UD-4 [current UD-D])
- WGQS 3385: Porn Studies (4 units; GE UD-3 [current UD-C])
- WGQS 4400: Special Problems for Advanced Undergraduates (1-6 units)
- WGQS 4467: Women's, Gender & Queer Studies Internship (1-6 units)
- WGQS 4470: Special Advanced Topics (1-6 units)¹

Cross- and Interdisciplinary Explorations in WGQS:

- SOC/WGQS 3311: Sociology of Gender and Sexuality (4 units)
- PSY/WGQS 3324: Psychology of Gender (4 units)
- ART/WGQS 3327: Intersectional Feminist Art Histories (3 units; GE UD-3 [current UD-C])
- ISLA/WGQS 3335: Feminist Studies of Popular Culture and Whiteness (3 units; GE UD-3 [current UD-C])
- PHIL/WGQS 3336: Feminist Ethics, Gender, Sexuality and Society (3 units; GE UD-3 [current UD-C])
- ES/WGQS 3345: Queer Ethnic Studies (4 units; GE UD-4 [current UD-D])
- ES/WGQS 3350: Gender, Race, Culture, Science, and Technology (4 units; GE UD-2/5 [current UD-B])
- ES/WGQS 3351: Gender, Race, Class, Nation: Critical Computing and Engineering Studies (4 units; GE UD-4 [current UD-D])
- ISLA/WGQS 3360: Feminist Studies of Disability in Popular Culture (3 units; GE UD-3 [current UD-C])
- RELS/WGQS 3370: Religion, Gender, and Society (3 units; GE UD-3 [current UD-C])
- POLS/WGQS 4417: Feminist Legal Theory (3 units)
- HIST/WGQS 4421: The History of Prostitution (4 units)
- SOC/WGQS 4423: Gender and Work (4 units)
- HIST/WGQS 4434: United States Gender and Women's History to 1877 (4 units)
- HIST/WGQS 4435: United States Gender and Women's History from 1877 (4 units)
- POLS/WGQS 4457: U.S. Reproductive Politics (3 units)
- HIST/WGQS 4458: Gender and Sexuality in Modern Europe (4 units)

GENERAL EDUCATION (GE) COURSEWORK⁴

37 units²

- 43 units required, 6 of which are specified in Major.
- If any of the remaining 37 units is used to satisfy a Major requirement, additional units of Free Electives may be needed to complete the total units required for the degree.
- See the [complete GE course listing](#).
- A grade of C- or better is required in one course in each of the following GE Areas: 1A (Written Communication; currently A2), 1B (Critical Thinking; currently A3), 1C (Oral Communication, currently A1), and 2 (Mathematics/Quantitative Reasoning; currently B4).

FREE ELECTIVES**30 units^{2 3}****TOTAL****120 units****NOTES**

¹ May be counted multiple times if taken with different subtitles/subtopics; up to 6 units maximum.

² If a General Education (GE) course is used to satisfy a Lower-Division or Upper-Division Elective requirement, additional units of Free Electives may be needed to complete the total units required for the degree.

³ If one or more 4-unit courses are used to satisfy an Upper-Division Elective requirement, fewer units of Free Electives may be needed to complete the total units required for the degree.

⁴ All references to the Cal Poly GE program here will be revised after the campus *General Education 2026* template is approved.

Total units required to complete the degree

120 units (minimum 53 units in the WGQS major)

4. Curriculum

(These requirements conform to the WSCUC 2013 Handbook of Accreditation)

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific

and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved. (WASC 2013 CFR: 1.1, 1.2, 2.3)

Response:

Cal Poly's University Learning Objectives (ULOs):

All students who complete an undergraduate or graduate program at Cal Poly should be able to:

1. Think critically and creatively
2. Communicate effectively
3. Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
4. Work productively as individuals and in groups
5. Use their knowledge and skills to make a positive contribution to society
6. Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
7. Engage in lifelong learning

Cal Poly's Diversity Learning Objectives (DLOs):

All Cal Poly graduates should be able to:

1. Recognize and understand the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups and other historically marginalized people in the United States and across the world;
2. Understand the history of issues related to diversity, social and economic inequities, and political power in the United States and across the world;
3. Analyze the current social, political, artistic, and/or economic lives of historically marginalized people in the United States and across the world;
4. Analyze the various institutions and structures that create and maintain social, economic, and political inequality in the United States and across the world; and, identify those that offer redress for these issues;
5. Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines;
6. Critically examine their own personal beliefs, attitudes, and biases about historically marginalized people and cultures in the United States and across the world.

B.A. WGQS Program Learning Objectives (PLOs):

All WGQS graduates will be able to:

1. Identify and explain foundational and contemporary research and theoretical literature in the interdisciplinary field of Women's, Gender & Queer Studies.
2. Define and summarize the ways that foundational and contemporary research and theoretical literature in the interdisciplinary field of Women's, Gender & Queer Studies draws upon and utilizes perspectives from the humanities, sciences, arts, and professions to expand existing and create new knowledge.
3. Analyze the historical and contemporary dynamics and impacts of cisheteronormativity, cisheteropatriarchy, and ableism, along with hegemonic whiteness in WGQS, with

particular attention to the ways that norms and ideologies constitute and reproduce intersecting inequities within local, regional, national, and transnational contexts.

4. Evaluate, via intersectional frameworks, the ways that constructions, experiences, and expressions of gender and sexuality shape and are shaped by social, political, ethical, institutional, economic, legal, cultural, scientific, and technological factors in the past and present.
5. Reflect upon and critique their own beliefs, attitudes, and potential biases related to gender and sexuality as well as personal, policy, and community efforts for social change.
6. Employ and synthesize key concepts in Women's, Gender & Queer Studies to contribute to scholarship, activism, creative production, policy, the professions, and/or innovation.
7. Apply intellectual and practical skills to engage with issues of social justice and contribute to efforts to forge a more inclusive, just, and equitable world for all.

WGQS Student Learning Objectives (SLOs):

Students who successfully complete WGQS courses will be able to:

1. Identify, define, and evaluate key terms, debates, and methodologies in Women's, Gender, and Queer Studies. (1101, 3305, 4401)
2. Summarize and explain the ways that gender and sexuality, in conjunction with race/ethnicity, disability, socioeconomic class status, age, size, religion, citizenship status, and/or location (among other matters), impact, and are impacted by, social, economic, political, legal, and cultural institutions in both US and global/transnational contexts. (1101, 3320, 3330)
3. Compare, contrast, and analyze WGQS scholarship and activism as it has developed in historical and contemporary settings and in multiple locations around the world. (1101, 3301, 3302, 3330, 4401)
4. Describe and assess the ways that WGQS configures, explains, and intervenes in notions of power, identity/subjectivity, knowledge, activism, and resistance, with an emphasis on intersectionality. (3305, 3320, 3330, 4450, 4455, 4460)
5. Recognize, reflect upon, and interrogate gender and sexuality as central organizing principles of human experience, with particular attention to one's own experiences, beliefs, attitudes, and potential biases. (1101, 3320, 3330, 4401, 4460)
6. Apply and synthesize key terms, debates, and methodologies in WGQS to conduct independent analyses and formulate new knowledge about gender and sexuality. (3305, 4401, 4450, 4455, 4460)

b. These program proposal elements are required: (note templates for each provided)

- [Comprehensive Assessment Plan](#) addressing all assessment elements
- [Matrix](#) showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs

operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” ensures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

Response:

- For the BA WGQS Comprehensive Assessment Plan, please consult Appendix E.
- For the BA WGQS Curriculum Map Matrix, please consult Appendix F.

Based on the 5-year assessment cycle at Cal Poly, we plan to assess the seven Program Learning Objectives in the proposed BA in WGQS as follows:

- PLOs #1 and #2 (which align with SLOs #1 and #2): Assess in Year 1
- PLO #3 (which aligns with SLO #3): Assess in Year 2
- PLO #4 (which aligns with SLO #4): Assess in Year 3
- PLO #5 (which aligns with SLO #5): Assess in Year 4
- PLOs #6 and 7 (which align with SLO #6): Assess in Year 5

This schedule means that we will begin our assessment efforts focused on learning in the one lower-division course currently required in the proposed major (WGQS 1101) before assessing learning in upper-division classes (e.g., WGQS 3305; 3320; 3330; 4401; 4450; 4455). In part, this schedule will allow us to assess not only each of our seven PLOs but also the ways that our foundational PLOs, which we focus on in WGQS 1101, are—or are not—effective as scaffolding for our intermediate and advanced PLOs, which we focus on in our upper-division classes. As part of this, during our initial assessment cycle, we will also review whether or not we need to incorporate additional lower-division course requirements (rather than our current, lower-division course elective options) into the major to more effectively achieve the program’s learning outcomes going forward.

In these respects, our assessment plan maps onto WSCUC’s 2023 Accreditation Standard #2: Achieving Educational Objectives and Student Success.⁶ Specifically, in our reporting and interpretation of assessment data, per WSCUC Standard #2, we will be evaluating whether or not the program “ensure[s] the development of core and professional competencies relevant to” a BA degree in WGQS, as well as whether or not, across each year of the assessment cycle, “students make reasonable progress toward and complete their degrees in a timely manner.”⁷ In particular, much of our assessment work will incorporate measures of student learning and

⁶ WASC Senior College and University Commission (WSCUC), 2023 Handbook of Accreditation, <https://wascsenior.app.box.com/s/jdbd53vlf32mf32kwfy6ngvczdpmr6f3>, accessed 5/28/2024.

⁷ WSCUC 2023 Handbook of Accreditation, Standard 2, CFR 2.2 and CFR 2.10, pages 6-7.

mastery of WGQS PLOs into existing assessment methods in relevant WGQS classes, which also maps onto the WSCUC requirement that “faculty evaluate student work in terms of stated learning outcomes.”⁸

As part of our initial 5-year assessment cycle, we will include student achievement in WGQS senior projects (WGQS 4460) in our assessment efforts during years 3, 4, and/or 5, focused on Program Learning Objectives #4, #5, #6, and/or #7. We will also consider the extent to which we may also want to include senior projects as a data source in our assessment of PLOs #1, 2, and/or 3 during future assessment cycles. We anticipate senior projects playing a central role in our assessment efforts over both the short- and the long-term because they serve as a tangible example of Cal Poly’s signature Learn by Doing pedagogy. Senior projects thus serve as a key measure of Cal Poly’s institutional mission as a comprehensive polytechnic university in general, as well as the particular ways that WGQS participates in and contributes to this mission, aligning these aspects of our assessment efforts with WSCUC’s 2023 Accreditation Standard #1: Defining Institutional Mission and Acting with Integrity. Specifically, given the ways that WSCUC incorporates “contribut[ing] to society and the public good” and “act[ing] with intention to advance diversity, equity, and inclusion in all its activities”⁹ into its assessment standards, and given the ways that these criteria have connections with our PLOs #3, #4, #5, and #7, both our projected assessment and our curriculum more generally can be understood to map onto these WSCUC accreditation standards. In these respects, our assessment plans are also aligned with WSCUC 2023 Accreditation Standard #4: Creating an Institution Committed to Quality Assurance and Improvement.¹⁰ Specifically, similar to the ways our assessment plans map onto Standard #1, we will consider the quality of, and possible ways to improve, the WGQS BA program across the multiple years of a single assessment cycle as well as across multiple cycles, all of which will contribute to Cal Poly’s larger institutional efforts in these areas.

In addition, our assessment efforts will be guided by relevant studies and reports that provide guidelines for effective assessment practices in WGQS as a field of study, with specific attention to the effectiveness of the BA program in WGQS and the efficient use of available resources.¹¹ In particular, we might consider the ways in which some classes could overlap in relation to learning objectives, which might indicate opportunities to reorganize the BA program and/or the WGQS curriculum more generally. At the same time, our assessment efforts might also identify areas in which we would benefit from additional classes and/or related instructional resources to ensure student success throughout our program. Our assessment efforts might also indicate areas in which WGQS faculty would benefit from additional professional development opportunities, and/or more effective approaches to faculty evaluations. These

⁸ WSCUC 2023 Handbook of Accreditation, Standard 2, CFR 2.9, page 7.

⁹ WSCUC 2023 Handbook of Accreditation, Standard 1, CFR 1.1 and CFR 1.2, page 5.

¹⁰ WSCUC 2023 Handbook of Accreditation, Standard 4, pages 10.

¹¹ One key report on effective assessment practices in WGQS is Amy K. Levin, “Questions for a New Century: Women’s Studies and Integrative Learning: A Report to the National Women’s Studies Association,” Baltimore, MD: NWSA, 2007.

aspects of our assessment work will thus address elements of WSCUC 2023 Accreditation Standard #3: Assuring Resources and Organizational Structures.¹²

As part of our initial 5-year assessment cycle, our internal reporting and interpretation will also reflect on whether or not our initial schedule is likely to continue to be effective, or if we should reorganize our efforts for future assessment cycles. In particular, we may revisit whether to continue assessing PLOs 1 and 2, and/or PLOs 6 and 7, in the same year, or if there are other PLOs that would be more effectively paired together, which might also include assessing PLOs in a different order going forward. In other words, we will review our projected assessment plan throughout each 5-year assessment cycle, developing revisions for future cycles as we go, a process that we envision as central across multiple assessment cycles.

Relatedly, in the years leading up to the start of our first full 5-year assessment cycle (projected as academic year 2027-28), we will be working as a department to identify specific classes and assessment methods best suited to our initial assessment cycle, with discussion and drafting of assessment language to be incorporated into grading rubrics and related assessment measures. We may also conduct some sample assessment efforts in the 2026-27 academic year (likely connected to one or both of our existing minor programs). Given that our initial assessment cycle will begin early in Cal Poly's newly adopted semester calendar, our hope is that preliminary assessment discussions and experiments will help us implement our initial mandated assessment in more focused and efficient ways.

- c. Indicate total number of units required for graduation.

Response: 120 units (minimum 53 units in WGQS major coursework)

- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

Response: Not applicable

- e. If any formal options, emphases or concentrations are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

Response: Not applicable

- f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

Response:

- **WGQS 1101: Introduction to Women's, Gender, and Queer Studies (3 units)**

¹² WSCUC 2023 Handbook of Accreditation, Standard 3, pages 8-9.

Introduction to key terms and debates central to Women's, Gender, and Queer Studies as a field of inquiry/engagement. Includes introduction to intersectionality, WGQS in global/transnational contexts, WGQS understandings of structural/systemic inequities, WGQS approaches to activism, coalition building, and social change.

- **WGQS 3000: Career and Leadership Proseminar (2 units)**
Career and leadership development and preparation for WGQS majors and minors. Consideration and exploration of various professional pathways and leadership opportunities for WGQS majors and minors.
 - **WGQS 3320: Disability Justice: Intersectional Activisms (3 units)**
Analyzes social constructions of disability and its intersections with race, gender, class, sexuality, and nation. Interrogates structural and systemic production and stigmatization of chronic illness, disability, and debility, and explores how impacted communities respond through activism.
 - **WGQS 4460: Senior Project (4 units)**
Completion of a senior project in WGQS under faculty supervision.
- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.
(WASC 2013 CFR: 2.2b)

Response:

WGQS Department projected course offerings

NOTE: Various cross-listing departments will likely offer additional classes from the Cross- and Interdisciplinary Explorations in WGQS section of upper-division elective course options in the major, but we are listing below only those classes that the WGQS Department can confirm as likely course offerings in the first three years of the new undergraduate major program, with tentative projections of faculty teaching assignments for these course offerings (though projections indicated here are subject to change).

NOTE ALSO that references to a new hire instructor below are predicated upon a single new tenure-track hire in the WGQS Department that was previously committed by the CLA Dean and has been approved effective Fall 2025 (as discussed in Section 8a below). In particular, the references to this new hire in the projected course offerings below are meant to demonstrate the department's flexibility in terms of the range of teaching opportunities that will be available to a new tenure-line faculty member in WGQS, depending on their areas of expertise.

Year One, Fall semester	Year One, Spring semester
WGQS 1101: Introduction to Women's, Gender, and Queer Studies (GE 4B) <ul style="list-style-type: none"> • Arani, 1 section WGQS 1145: Reasoning, Argumentation, and Writing on Gender and Sexuality (GE 1B [current A3]) <ul style="list-style-type: none"> • Kaviani, 3 sections • Kalin, 2 sections 	WGQS 1101 GE 4B) <ul style="list-style-type: none"> • Arani or New hire, 1 section WGQS 1145 (GE 1B [current A3]) <ul style="list-style-type: none"> • Kaviani, 1-2 sections • Kalin, 3 sections WGQS 2201 (GE 4A [current D1]) <ul style="list-style-type: none"> • Garrison, 1-2 sections • Lamoree, 3 sections

Year One, Fall semester	Year One, Spring semester
<p>WGQS 2201: Gender and Sexuality in US Society and Politics (GE 4A [current D1])</p> <ul style="list-style-type: none"> Garrison, 1-2 sections Lamoree, 2 sections <p>WGQS 2301: Gender and Sexuality in Visual and Popular Culture (GE 3A [current C1])</p> <ul style="list-style-type: none"> Adan, 1 section <p>WGQS 2401: Sexuality Studies (GE 4B)</p> <ul style="list-style-type: none"> Garrison, 1-2 sections <p>WGQS 3000: Career and Leadership Proseminar</p> <ul style="list-style-type: none"> Adan (or other WGQS Chair), 1 section as needed <p>WGQS 3301: Contemporary Issues in Women's and Gender Studies (GE UD-4 [current UD-D])</p> <ul style="list-style-type: none"> Arani, 1-2 sections <p>WGQS 3305: Feminist and Queer Methodologies</p> <ul style="list-style-type: none"> Adan or New hire, 1 section (only as needed in Y1) <p>WGQS 3330: Feminist/Queer Transnational Studies (GE UD-4 [current UD-D])</p> <ul style="list-style-type: none"> Garrison or New hire, 1 section <p>WGQS/ES 3350: Gender, Race, Culture, Science, and Technology (GE UD-2/5 [current UD-B])</p> <ul style="list-style-type: none"> Lehr, 2 sections New hire, 2 sections <p>WGQS/ISLA 3360: Feminist Studies of Disability in Popular Culture (GE UD-3)</p> <ul style="list-style-type: none"> Ryalls, 1 section <p>WGQS 3385: Porn Studies (GE UD-3)</p> <ul style="list-style-type: none"> Ruszczky, 1 section <p>WGQS 4400: Special Problems for Advanced Undergraduates</p> <ul style="list-style-type: none"> Adan (or other WGQS Chair), 1 section (as needed) <p>WGQS 4450: Feminist Theory</p> <ul style="list-style-type: none"> Arani, 1 section 	<p>WGQS 2301 (GE 3A [current C1])</p> <ul style="list-style-type: none"> Adan, 1 section <p>WGQS 2401 (GE 4B)</p> <ul style="list-style-type: none"> Garrison, 1-2 sections <p>WGQS 3301: Contemporary Issues in Women's and Gender Studies (GE UD-4 [current UD-D])</p> <ul style="list-style-type: none"> Kaviani, 1 section <p>WGQS 3302: Contemporary Issues in Queer Studies (GE UD-4 [current UD-D])</p> <ul style="list-style-type: none"> Ruszczky, 1 section <p>WGQS 3320: Disability Justice: Intersectional Activisms (GE UD-4)</p> <ul style="list-style-type: none"> Arani, 1-2 sections <p>WGQS/ISLA 3335: Feminist Studies of Popular Culture and Whiteness (GE UD-3 [current UD-C])</p> <ul style="list-style-type: none"> Ryalls, 1 section <p>WGQS/ES 3350 (GE UD-2/5 [current UD-B])</p> <ul style="list-style-type: none"> Lehr, 1 section New hire, 1-2 sections <p>WGQS/ES 3351: Gender, Race, Class Nation: Critical Computing and Engineering Studies (GE UD-4 [current UD-D])</p> <ul style="list-style-type: none"> Lehr and/or New hire, 1 section <p>WGQS 4400</p> <ul style="list-style-type: none"> Adan (or other WGQS Chair), 1 section (only as needed) <p>WGQS 4401: Seminar in Women's, Gender, and Queer Studies</p> <ul style="list-style-type: none"> New hire, 1 section (only as needed in Y1) <p>WGQS 4455: Queer Theory</p> <ul style="list-style-type: none"> Garrison or New hire, 1 section <p>WGQS 4460: Senior Project</p> <ul style="list-style-type: none"> Arani, 1 section (as needed in Y1) <p>WGQS 4467</p> <ul style="list-style-type: none"> Adan (or other WGQS Chair), 1 section, as needed

Year One, Fall semester	Year One, Spring semester
WGQS 4467: Women’s, Gender & Queer Studies Internship <ul style="list-style-type: none"> • Adan (or other WGQS Chair), 1 section (as needed) 	

Year Two, Fall semester	Year Two, Spring semester
WGQS 1101: Introduction to Women’s, Gender, and Queer Studies (GE 4B) <ul style="list-style-type: none"> • Arani, 1 section WGQS 1145: Reasoning, Argumentation, and Writing on Gender and Sexuality (GE 1B [current A3]) <ul style="list-style-type: none"> • Kaviani, 3 sections • Kalin, 2 sections WGQS 2201: Gender and Sexuality in US Society and Politics (GE 4A [current D1]) <ul style="list-style-type: none"> • Garrison, 1-2 sections • Lamoree, 2 sections WGQS 2301: Gender and Sexuality in Visual and Popular Culture (GE 3A [current C1]) <ul style="list-style-type: none"> • Adan, 1 section WGQS 2401: Sexuality Studies (GE 4B) <ul style="list-style-type: none"> • Garrison, 1-2 sections WGQS 3000: Career and Leadership Proseminar <ul style="list-style-type: none"> • Adan (or other WGQS Chair), 1 section WGQS 3301: Contemporary Issues in Women’s and Gender Studies (GE UD-4 [current UD-D]) <ul style="list-style-type: none"> • Arani, 1-2 sections WGQS 3305: Feminist and Queer Methodologies <ul style="list-style-type: none"> • Adan or New hire, 1 section WGQS 3330: Feminist/Queer Transnational Studies (GE UD-4 [current UD-D]) <ul style="list-style-type: none"> • Garrison or New hire, 1 section WGQS/ES 3350: Gender, Race, Culture, Science, and Technology (GE UD-2/5 [current UD-B])	WGQS 1101 (GE 4B) <ul style="list-style-type: none"> • Arani or New hire, 1 section WGQS 1145 (GE 1B [current A3]) <ul style="list-style-type: none"> • Kaviani, 1-2 sections • Kalin, 3 sections WGQS 2201 (GE 4A [current D1]) <ul style="list-style-type: none"> • Garrison, 1-2 sections • Lamoree, 3 sections WGQS 2301 (GE 3A [current C1]) <ul style="list-style-type: none"> • Adan, 1 section WGQS 2401 (GE 4B) <ul style="list-style-type: none"> • Garrison, 1-2 sections WGQS 3301: Contemporary Issues in Women’s and Gender Studies (GE UD-4 [current UD-D]) <ul style="list-style-type: none"> • Kaviani, 1 section WGQS 3302: Contemporary Issues in Queer Studies (GE UD-4 [current UD-D]) <ul style="list-style-type: none"> • Rusczycky, 1 section WGQS 3320: Disability Justice: Intersectional Activisms (GE UD-4) <ul style="list-style-type: none"> • Arani, 1-2 sections WGQS/ISLA 3335: Feminist Studies of Popular Culture and Whiteness (GE UD-3 [current UD-C]) <ul style="list-style-type: none"> • Ryalls, 1 section WGQS/ES 3350 (GE UD-2/5 [current UD-B]) <ul style="list-style-type: none"> • Lehr, 1-2 sections • New hire, 1-2 sections WGQS/ES 3351: Gender, Race, Class Nation: Critical Computing and Engineering Studies (GE UD-4 [current UD-D]) <ul style="list-style-type: none"> • Lehr and/or New hire, 1 section WGQS 4400

Year Two, Fall semester	Year Two, Spring semester
<ul style="list-style-type: none"> • Lehr, 2 sections • New hire, 2 sections WGQS/ISLA 3360: Feminist Studies of Disability in Popular Culture (GE UD-3) <ul style="list-style-type: none"> • Ryalls, 1 section WGQS 3385: Porn Studies (GE UD-3) <ul style="list-style-type: none"> • Rusczycky, 1 section WGQS 4400: Special Problems for Advanced Undergraduates <ul style="list-style-type: none"> • Adan (or other WGQS Chair), 1 section as needed WGQS 4450: Feminist Theory <ul style="list-style-type: none"> • Arani, 1 section WGQS 4467: Women's, Gender & Queer Studies Internship <ul style="list-style-type: none"> • Adan (or other WGQS Chair), 1 section as needed 	<ul style="list-style-type: none"> • Adan (or other WGQS Chair), 1 section as needed WGQS 4401: Seminar in Women's, Gender, and Queer Studies <ul style="list-style-type: none"> • Garrison or New hire, 1 section WGQS 4455: Queer Theory <ul style="list-style-type: none"> • Garrison or New hire, 1 section WGQS 4460: Senior Project <ul style="list-style-type: none"> • Arani, 1 section WGQS 4467 <ul style="list-style-type: none"> • Adan (or other WGQS Chair), 1 section as needed

Year Three, Fall semester	Year Three, Spring semester
WGQS 1101: Introduction to Women's, Gender, and Queer Studies (GE 4B) <ul style="list-style-type: none"> • Arani, 1 section WGQS 1145: Reasoning, Argumentation, and Writing on Gender and Sexuality (GE 1B [current A3]) <ul style="list-style-type: none"> • Kaviani, 3 sections • Kalin, 2 sections WGQS 2201: Gender and Sexuality in US Society and Politics (GE 4A [current D1]) <ul style="list-style-type: none"> • Garrison, 1-2 sections • Lamoree, 2 sections WGQS 2301: Gender and Sexuality in Visual and Popular Culture (GE 3A [current C1]) <ul style="list-style-type: none"> • Adan, 1 section WGQS 2401: Sexuality Studies (GE 4B) <ul style="list-style-type: none"> • Garrison, 1-2 sections WGQS 3000: Career and Leadership Proseminar <ul style="list-style-type: none"> • Adan (or other WGQS Chair), 1 section 	WGQS 1101 (GE 4B) <ul style="list-style-type: none"> • Arani or New hire, 1 section WGQS 1145 (GE 1B [current A3]) <ul style="list-style-type: none"> • Kaviani, 1-2 sections • Kalin, 3 sections WGQS 2201 (GE 4A [current D1]) <ul style="list-style-type: none"> • Garrison, 1-2 sections • Lamoree, 3 sections WGQS 2301 (GE 3A [current C1]) <ul style="list-style-type: none"> • Adan, 1 section WGQS 2401 (GE 4B) <ul style="list-style-type: none"> • Garrison, 1-2 sections WGQS 3301 (GE UD-4 [current UD-D]) <ul style="list-style-type: none"> • Kaviani, 1 section WGQS 3302: Contemporary Issues in Queer Studies (GE UD-4 [current UD-D]) <ul style="list-style-type: none"> • Rusczycky, 1 section WGQS 3320: Disability Justice: Intersectional Activisms (GE UD-4) <ul style="list-style-type: none"> • Arani, 1-2 sections WGQS/ISLA 3335: Feminist Studies of Popular Culture and Whiteness (GE UD-3 [current UD-C])

Year Three, Fall semester	Year Three, Spring semester
<p>WGQS 3301: Contemporary Issues in Women's and Gender Studies (GE UD-4 [current UD-D])</p> <ul style="list-style-type: none"> • Arani, 1-2 sections <p>WGQS 3305: Feminist and Queer Methodologies</p> <ul style="list-style-type: none"> • Adan or New hire, 1 section <p>WGQS 3330: Feminist/Queer Transnational Studies (GE UD-4 [current UD-D])</p> <ul style="list-style-type: none"> • Garrison or New hire, 1 section <p>WGQS/ES 3350: Gender, Race, Culture, Science, and Technology (GE UD-2/5 [current UD-B])</p> <ul style="list-style-type: none"> • Lehr, 2 sections • New hire, 2 sections <p>WGQS/ISLA 3360: Feminist Studies of Disability in Popular Culture (GE UD-3)</p> <ul style="list-style-type: none"> • Ryalls, 1 section <p>WGQS 3385: Porn Studies (GE UD-3)</p> <ul style="list-style-type: none"> • Rusczycky, 1 section <p>WGQS 4400: Special Problems for Advanced Undergraduates</p> <ul style="list-style-type: none"> • Adan (or other WGQS Chair), 1 section as needed <p>WGQS 4450: Feminist Theory</p> <ul style="list-style-type: none"> • Arani, 1 section <p>WGQS 4467: Women's, Gender & Queer Studies Internship</p> <ul style="list-style-type: none"> • Adan (or other WGQS Chair), 1 section as needed 	<ul style="list-style-type: none"> • Ryalls, 1 section <p>WGQS/ES 3350 (GE UD-2/5 [current UD-B])</p> <ul style="list-style-type: none"> • Lehr, 1-2 sections • New hire, 1-2 sections <p>WGQS/ES 3351: Gender, Race, Class Nation: Critical Computing and Engineering Studies (GE UD-4 [current UD-D])</p> <ul style="list-style-type: none"> • Lehr, and/or New hire, 1 section <p>WGQS 4400</p> <ul style="list-style-type: none"> • Adan (or other WGQS Chair), 1 section as needed <p>WGQS 4401: Seminar in Women's, Gender, and Queer Studies</p> <ul style="list-style-type: none"> • Arani or New hire, 1 section <p>WGQS 4455: Queer Theory</p> <ul style="list-style-type: none"> • Garrison or New hire, 1 section <p>WGQS 4460: Senior Project</p> <ul style="list-style-type: none"> • New hire, 1 section <p>WGQS 4467</p> <ul style="list-style-type: none"> • Adan (or other WGQS Chair), 1 section as needed

- h. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

Response: Not applicable

- i. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.

(WASC 2013 CFR: 2.2b)

Response: Not applicable

- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework.

(WASC 2013 CFR: 2.2b)

Response: Not applicable

- k. For graduate degree programs, specify criteria for student continuation in the program.

Response: Not applicable

- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Response:

As of Spring 2024, we are projecting community college articulation via C-IDs (effective Fall 2026) for two WGQS prefix courses that are also included in the proposed major curriculum:

- WGQS 1101 (Introduction to Women’s, Gender, and Queer Studies): articulation with SJS 120 and SJS 130
- WGQS 2401 (Sexuality Studies): articulation with SJS 130

In addition, as discussed in Section 5d below, as of Summer 2024, we have identified additional possible course-by-course articulation opportunities, for which C-ID numbers are not currently available, at approximately 100 California community colleges, with particular articulation opportunities for our WGQS 2201 (Gender and Sexuality in US Society and Politics) and WGQS 2301 (Gender and Sexuality in Visual and Popular Culture) courses. We’ve also identified community college coursework that could be articulated as approved lower-division WGQS elective units for transfer, even though we do not have a specific course currently available or projected in the WGQS curriculum for some of these existing community college courses. We plan to pursue as many of these articulation opportunities as relevant and possible, as they will further enhance and streamline options for transfer students.

- m. Roadmaps. Provide a 4-year major and subprogram roadmap and a 2-year transfer roadmap for bachelor’s degree programs or an appropriate year major roadmap for master’s degree programs that outlines the suggested coursework students should complete each semester.

Response:

4-YEAR MAJOR ROADMAP

Y1 FTFY Fall Semester	Y1 FTFY Spring Semester
WGQS 1101: Introduction to Women’s, Gender, and Queer Studies (meets GE 4B; 3 units)	WGQS LD elective (1 of 3 required; 3 units)
COMS 1101 (GE 1C; 3 units)	GE 1B (may be WGQS 1145: Reasoning, Argumentation, and Writing on Gender and Sexuality; 3 units)
GE 1A (3 units)	GE 6 (3 units)

Y1 FTFY Fall Semester	Y1 FTFY Spring Semester
GE 2 (3 units)	GE 5A OR 5B (likely with 5C; 3-4 units)
GE 3A OR 4A (may be WGQS 2201: Gender and Sexuality in US Society and Politics OR WGQS 2301: Gender and Sexuality in Visual and Popular Culture; 3 units)	GE 3A OR 4A (whichever not taken in Y1 Fall Semester; 3 units)
15 units total	15-16 units total
	30-31 units total completed after Y1

Y2 FTFY Fall Semester	Y2 FTFY Spring Semester
WGQS LD elective (2 of 3 required; 3 units)	WGQS LD elective (3 of 3 required; 3 units)
GE 5A OR 5B (whichever not taken in Y1 Spring Semester, and with 5C as needed; 3-4 units)	GE 3B OR Free elective (whichever not taken in Y2 Fall Semester; 3 units)
GE 3B OR Free elective (3 units)	Free elective (3 units)
Free elective (3 units)	Free elective (3 units)
Free elective (3 units)	Free elective (3 units)
15-16 units total	15 units total
	60-62 units total completed after Y2

Y3 FTFY Fall Semester	Y3 FTFY Spring Semester
WGQS 3000: Career and Leadership Proseminar (2 units)	WGQS 4455: Queer Theory (required; 4 units)
WGQS 3305: Feminist and Queer Methodologies (3 units)	WGQS 3320: Disability Justice: Intersectional Activisms (required; GE UD-4; 3 units)
WGQS 3330: Feminist/Queer Transnational Studies (required; GE UD-4; 3 units)	WGQS 4401: Seminar in Women's, Gender, and Queer Studies OR Free elective (3 units)
WGQS 4450: Feminist Theory (required; 4 units)	WGQS UD elective (2 of minimum 4 required; 3-4 units)
WGQS UD elective (1 of minimum 4 required; 3-4 units)	WGQS UD elective (3 of minimum 4 required; 3-4 units)
15-16 units total	16-18 units total
	91-96 units total completed after Y3

Y4 FTFY Fall Semester	Y4 FTFY Spring Semester
Y4 FTFY Fall Semester	Y4 FTFY Spring Semester
WGQS 4401 OR Free elective (whichever not taken in Y3 Spring Semester; 3 units)	WGQS 4460: Senior Project (4 units)
WGQS UD elective (4 of minimum 4 required; 3-4 units)	GE UD-2/5 OR UD-3 (whichever not taken in Y4 Fall Semester; 3-4 units)

Y4 FTFY Fall Semester	Y4 FTFY Spring Semester
WGQS UD elective (as needed to meet minimum 15 units) OR Free elective (3-4 units)	Free elective (3 units)
GE UD-2/5 OR UD-3 (3-4 units)	Free elective (3 units)
Free elective (3 units)	Free elective (AS NEEDED; see notes 2 and 3 in draft curriculum above; 3 units)
15-18 units total	13-17 units total
	120 units completed after Y4

2-YEAR TRANSFER ROADMAP

Y1 TRANSFER Fall Semester	Y1 TRANSFER Spring Semester
WGQS 3000: Career and Leadership Proseminar (2 units)	WGQS 4455: Queer Theory (required; 4 units)
WGQS 3305: Feminist and Queer Methodologies (3 units)	WGQS 3320: Disability Justice: Intersectional Activisms (required; GE UD-4; 3 units)
WGQS 3330: Feminist/Queer Transnational Studies (required; GE UD-4; 3 units)	WGQS 4401: Seminar in Women's, Gender, and Queer Studies OR Free elective (3 units)
WGQS 4450: Feminist Theory (required; 4 units)	WGQS UD elective (2 of minimum 4 required; 3-4 units)
WGQS UD elective (1 of minimum 4 required; 3-4 units)	WGQS UD elective (3 of minimum 4 required; 3-4 units)
15-16 units total	16-18 units total
	31-34 units total completed after Y3

Y2 TRANSFER Fall Semester	Y2 TRANSFER Spring Semester
WGQS 4401 OR Free elective (whichever not taken in Y1 Spring Semester; 3 units)	WGQS 4460: Senior Project (4 units)
WGQS UD elective (4 of minimum 4 required; 3-4 units)	GE UD-2/5 OR UD-3 (whichever not taken in Y2 Fall Semester; 3-4 units)
WGQS UD elective (as needed to meet minimum 15 units) OR Free elective (3-4 units)	Free elective (3 units)
GE UD-2/5 OR UD-3 (3-4 units)	Free elective (3 units)
Free elective (3 units)	Free elective (AS NEEDED; see notes 2 and 3 in draft curriculum above; 3 units)
15-18 units total	13-17 units total
	60 units completed after Y4

- n. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

(WASC 2013 CFR: 1.8)

Accreditation Note:

Master's degree program proposals

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

Fast-track proposals

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

Response:

Other than the university accreditation by WSCUC, the proposed program will not be accredited by another agency. Substantive change screening with WSCUC has been completed. No review is required.

5. Societal and Public Need for the Proposed Degree Program

- a. List other California State University campuses currently offering or projecting the proposed degree program; list neighboring institutions, public and private, currently offering the proposed degree program.

Response:

- Fresno State: BA in Women's, Gender, and Sexuality Studies
- CSU Monterey Bay: BA in Ethnic and Gender Studies
- Cal Poly Pomona: BA in Gender, Ethnic, and Multicultural Studies
- San José State: BA in Women's, Gender, and Sexuality Studies
- U.C. Santa Barbara, BA in Feminist Studies

We have, for the purposes of collaboration with our two neighboring community colleges, also included side-by-side comparisons of ADT programs there:

- Cuesta College: AA for Transfer in Social Justice Studies
- Allan Hancock College: AA for Transfer in Social Justice Studies-LGBTQ Studies

- b. Describe differences between the proposed program and programs listed in Section 5a above.

Response:

NOTE: Yellow highlights indicate courses that distinguish our proposed BA in WGQS at Cal Poly from the existing program to which it is compared in the right column. Narrative summary of the key differences between our proposed program and the existing programs listed here follows the comparison tables.

California Polytechnic State University (Cal Poly)	Fresno State University
Proposed BA in Women's, Gender and Queer Studies	BA in Women's, Gender and Sexuality Studies

California Polytechnic State University (Cal Poly)	Fresno State University
<p>Major requirements (53 units total): <u>WGQS CORE REQUIREMENTS (29 units)</u></p> <ul style="list-style-type: none"> • WGQS 1101 (3 units) • WGQS 3000 (2 units) • WGQS 3305 (3 units) • WGQS 3320 (3 units) • WGQS 3330 (3 units) • WGQS 4401 (3 units) • WGQS 4450 (4 units) • WGQS 4455 (4 units) • WGQS 4460 (4 units) <p><u>WGQS LOWER-DIVISION ELECTIVES (9 units)</u></p> <ul style="list-style-type: none"> • Choose a minimum of any three lower-division WGQS prefix classes <p><u>WGQS UPPER-DIVISION ELECTIVES</u> (choose a minimum of 4 classes, at least two from the first and one from the second of the two lists below; minimum of 15 units)</p> <p>Critical and Contemporary Issues in WGQS:</p> <ul style="list-style-type: none"> • WGQS 3301 (3 units) • WGQS 3302 (3 units) • WGQS 3325 (3 units) • WGQS 3385 (4 units) • WGQS 4400 (1-6 units) • WGQS 4467 (1-6 units) • WGQS 4470 (1-6 units) <p>Cross- and Interdisciplinary Explorations in WGQS:</p> <ul style="list-style-type: none"> • SOC/WGQS 3311 (4 units) • PSY/WGQS 3324 (4 units) • ART/WGQS 3327 (3 units) • ISLA/WGQS 3335 (3 units) • PHIL/WGQS 3336 (3 units) • ES/WGQS 3345 (4 units) • ES/WGQS 3350 (4 units) • ES/WGQS 3351 (4 units) • ISLA/WGQS 3360 (3 units) 	<p>Major requirements (36 units total):</p> <ul style="list-style-type: none"> • WGSS 10 - Introduction to Women's Studies Units: 3 • WGSS 103 - History of Feminisms Units: 3 • WGSS 143 - Feminist Theory Units: 3 • WGSS 153 - Feminist Research Methodologies Units: 3 • WGSS 172 - Transnational Feminisms: Histories, Foundations, and Debates Units: 3 • WGSS 126 - Women and Violence: Public Policy and the Law Units: 3 • OR <ul style="list-style-type: none"> • CRIM 126 - Women and Violence: Public Policy and the Law Units: 3 <p>Approved Electives (18 units) Cluster 1, Intersectional Feminisms</p> <ul style="list-style-type: none"> • WGSS 11 - Introduction to LGBTQ+ Studies Units: 3 • WGSS 137 - African American Women Units: 3 • OR <ul style="list-style-type: none"> • AFRS 137 - African American Women Units: 3 • WGSS 138 - Asian American Women Units: 3 • OR <ul style="list-style-type: none"> • ASAM 138 - Asian American Women Units: 3 • WGSS 139 - Chicana Women in a Changing Society Units: 3 • OR <ul style="list-style-type: none"> • CLAS 162 - Chicana Women in a Changing Society Units: 3 • WGSS 151T - Topics in LGBTQ+ Studies Units: 1-3

California Polytechnic State University (Cal Poly)	Fresno State University
<ul style="list-style-type: none"> • RELS/WGQS 3370 (3 units) • POLS/WGQS 4417 (3 units) • HIST/WGQS 4421 (4 units) • SOC/WGQS 4423 (4 units) • HIST/WGQS 4434 (4 units) • HIST/WGQS 4435 (4 units) • POLS/WGQS 4457 (3 units) • HIST/WGQS 4458 (4 units) 	<ul style="list-style-type: none"> • WGSS 178 - Lesbian & Gay Literature Units: 4 • OR <ul style="list-style-type: none"> • ENGL 178 - Lesbian & Gay Literature Units: 4 <p>Cluster 2, Advanced Topics in Women's, Gender, & Sexuality Studies</p> <ul style="list-style-type: none"> • WGSS 107 - Women in US Politics Units: 3 • OR <ul style="list-style-type: none"> • PLSI 107 - Women in US Politics Units: 3 • WGSS 114 - Marriage and Family Politics Units: 3 • PH 126 - Hazardous Materials Management Units: 3 • OR <ul style="list-style-type: none"> • WGSS 127 - Female Sexuality Units: 3 • WGSS 132 - Women and Work Units: 3 • OR <ul style="list-style-type: none"> • SOC 132 - Women and Work Units: 3 • WGSS 136T - Topics in International Women's Studies Units: 3 • WGSS 140 - Politics of Latina Health and Size Units: 3 • WGSS 160 - Feminist Issues in Counseling Units: 3

California Polytechnic State University (Cal Poly)	CSU Monterey Bay
<p>Proposed BA in Women's, Gender and Queer Studies</p> <p>Major requirements (53 units total): <u>WGQS CORE REQUIREMENTS (29 units)</u></p> <ul style="list-style-type: none"> • WGQS 1101 (3 units) • WGQS 3000 (2 units) • WGQS 3305 (3 units) 	<p>BA in Ethnic & Gender Studies requirements</p> <p>Major requirements (39-43 units total): Complete all of the following courses:</p> <ul style="list-style-type: none"> • HCOM 242 - Intro to Women's and Gender Studies Units: 3 • HCOM 243 - Introduction to Ethnic Studies Units: 3

California Polytechnic State University (Cal Poly)	CSU Monterey Bay
<ul style="list-style-type: none"> • WGQS 3320 (3 units) • WGQS 3330 (3 units) • WGQS 4401 (3 units) • WGQS 4450 (4 units) • WGQS 4455 (4 units) • WGQS 4460 (4 units) <p><u>WGQS LOWER-DIVISION ELECTIVES (9 units)</u></p> <ul style="list-style-type: none"> • Choose a minimum of any three lower-division WGQS prefix classes <p><u>WGQS UPPER-DIVISION ELECTIVES</u> (choose a minimum of 4 classes, at least two from the first and one from the second of the two lists below; minimum of 15 units)</p> <p>Critical and Contemporary Issues in WGQS:</p> <ul style="list-style-type: none"> • WGQS 3301 (3 units) • WGQS 3302 (3 units) • WGQS 3325 (3 units) • WGQS 3385 (4 units) • WGQS 4400 (1-6 units) • WGQS 4467 (1-6 units) • WGQS 4470 (1-6 units) <p>Cross- and Interdisciplinary Explorations in WGQS:</p> <ul style="list-style-type: none"> • SOC/WGQS 3311 (4 units) • PSY/WGQS 3324 (4 units) • ART/WGQS 3327 (3 units) • ISLA/WGQS 3335 (3 units) • PHIL/WGQS 3336 (3 units) • ES/WGQS 3345 (4 units) • ES/WGQS 3350 (4 units) • ES/WGQS 3351 (4 units) • ISLA/WGQS 3360 (3 units) • RELS/WGQS 3370 (3 units) • POLS/WGQS 4417 (3 units) • HIST/WGQS 4421 (4 units) • SOC/WGQS 4423 (4 units) • HIST/WGQS 4434 (4 units) 	<ul style="list-style-type: none"> • HCOM 312 - Deliberation and Advocacy Units: 3 • EGS 300 - Ethnic & Gender Studies Major ProSeminar Units: 2 • HCOM 391 - Race and Ethnicity in the United States Units: 3 • EGS 475 - Senior Capstone Units: 4 <p>Complete one of the following Intersection of Race and Gender courses:</p> <ul style="list-style-type: none"> • HCOM 342 - Feminist Theories & Methods Units: 4 • HCOM 344 - Chicana/Latina Experiences Units: 4 • HCOM 443 - Black Feminist Theory & Praxis Units: 4 <p>Complete one of the following Service Learning courses:</p> <ul style="list-style-type: none"> • GS 339S - Sweat/Service/Solidarity SL Units: 5 • HCOM 307S - Soc Impct Of Mass Media SL Units: 5 • HCOM 317S - Advanced Composition, Composition Theories, Service Learning Units: 5 • HCOM 339S - Creative Writing and Service Learning Units: 5 • HCOM 340S - Topics in Social Movements Service Learning Units: 5 • HCOM 350S - Oral Hist/Comm Mem SL Units: 5 • HCOM 432S - Social Action Writing SL Units: 5 • SL 300S - Social Justice and Service Learning Pedagogy Units: 4 • SL 394S - Service and Social Justice Units: 4 • SL 491S - Topics in Civic Engage Units: 4 • SPAN 301S - Service Learning in the Chicano / Latino Community Units: 4

California Polytechnic State University (Cal Poly)	CSU Monterey Bay
<ul style="list-style-type: none"> • HIST/WGQS 4435 (4 units) • POLS/WGQS 4457 (3 units) • HIST/WGQS 4458 (4 units) 	<p>Complete one of the following Cultural Expression/Representation courses:</p> <ul style="list-style-type: none"> • GS 336 - Cultural Geography: Place, Power, and Positioning Units: 3 • HCOM 324 - African American Narratives Units: 4 • HCOM 328 - Latina Life Stories Units: 4 • HCOM 329 - Auto/Biografias Units: 4 • HCOM 333 - Women's Writing Workshop Units: 4 • HCOM 335 - Amer Ethnic Lit & Culture Units: 3 • HCOM 336 - Poetry and Gender Units: 4 • HCOM 337 - Women's Literature Units: 4 • HCOM 341 - Poetry & Pop Culture Units: 4 • HCOM 348 - Race, Colonialism, and Film Units: 4 • HCOM 426 - Travel Narratives Units: 4 • SPAN 365 - The Chicano Narrative Units: 3 <p>Complete one of the following Social Movements and Communities courses:</p> <ul style="list-style-type: none"> • GS 317 - Global Migrant Workers: Ethnic Experiences, Resistance, and Empowerment Units: 4 • HCOM 315 - Media for Social Change Units: 4 • HCOM 343 - Race and Gender Justice Units: 3 • HCOM 345 - Chicanx Life & Culture Units: 4 • HCOM 440 - Leadership and Multicultural Communities Units: 4 • HCOM 455 - Paradigms Of Chicanx Comm Units: 4 <p>Complete one of the following Historical Formations courses:</p>

California Polytechnic State University (Cal Poly)	CSU Monterey Bay
	<ul style="list-style-type: none"> • GS 325 - Geography of International Development Units: 3 • HCOM 346 - African American Life/History Units: 4 • HCOM 356 - Digital Multicultural U.S. Histories Units: 4 • HCOM 359 - Law, Politics and LGBTQ History Units: 4 • HCOM 365 - Chicana Latinx History Units: 4 • HCOM 367 - Gender and United States History Units: 4 • HCOM 369 - Asian American History Units: 3 • HCOM 451 - Transnational Migrations Units: 4 • JAPN 307 - Japan-American Experience Units: 3 • SBS 350 - Domination and Resistance: US since 1880 Units: 3 • SBS 353 - Race, Class and Gender in the American West Units: 3 <p>Complete one of the following Theories of Race and Gender courses, not previously taken:</p> <ul style="list-style-type: none"> • HCOM 344 - Chicana/Latina Experiences Units: 4 • HCOM 443 - Black Feminist Theory & Praxis Units: 4 • HCOM 445 - Slavery & Race in the Americas Units: 4 • HCOM 451 - Transnational Migrations Units: 4

California Polytechnic State University (Cal Poly)	Cal Poly Pomona
<p>Proposed BA in Women's, Gender and Queer Studies</p> <p>Major requirements (53 units total): WGQS CORE REQUIREMENTS (29 units)</p>	<p>B.A. in Gender, Ethnicity, and Multicultural Studies, GEMS Subplan/Option</p> <p>Major requirements (48 units): Major required: 27 units</p>

California Polytechnic State University (Cal Poly)	Cal Poly Pomona
<ul style="list-style-type: none"> • WGQS 1101 (3 units) • WGQS 3000 (2 units) • WGQS 3305 (3 units) • WGQS 3320 (3 units) • WGQS 3330 (3 units) • WGQS 4401 (3 units) • WGQS 4450 (4 units) • WGQS 4455 (4 units) • WGQS 4460 (4 units) <p><u>WGQS LOWER-DIVISION ELECTIVES (9 units)</u></p> <ul style="list-style-type: none"> • Choose a minimum of any three lower-division WGQS prefix classes <p><u>WGQS UPPER-DIVISION ELECTIVES</u> (choose a minimum of 4 classes, at least two from the first and one from the second of the two lists below; minimum of 15 units)</p> <p>Critical and Contemporary Issues in WGQS:</p> <ul style="list-style-type: none"> • WGQS 3301 (3 units) • WGQS 3302 (3 units) • WGQS 3325 (3 units) • WGQS 3385 (4 units) • WGQS 4400 (1-6 units) • WGQS 4467 (1-6 units) • WGQS 4470 (1-6 units) <p>Cross- and Interdisciplinary Explorations in WGQS:</p> <ul style="list-style-type: none"> • SOC/WGQS 3311 (4 units) • PSY/WGQS 3324 (4 units) • ART/WGQS 3327 (3 units) • ISLA/WGQS 3335 (3 units) • PHIL/WGQS 3336 (3 units) • ES/WGQS 3345 (4 units) • ES/WGQS 3350 (4 units) • ES/WGQS 3351 (4 units) • ISLA/WGQS 3360 (3 units) • RELS/WGQS 3370 (3 units) • POLS/WGQS 4417 (3 units) 	<ul style="list-style-type: none"> • EWS 1400 - Introduction to Ethnic Studies (3) or <ul style="list-style-type: none"> ○ EWS 1401 - Introduction to Ethnic Studies (3) • EWS 1450 - Introduction to Gender and Sexuality Studies (3) • EWS 2800S - Service Learning and Community Engagement Service Learning (3) • EWS 3900 - U.S. Women of Color (3) • EWS 3950 - Methods in Gender and Ethnic Studies (3) • EWS 4200 - Critical Theories in Gender and Ethnic Studies (3) • EWS 4400 - Feminist and Queer Theories (3) • EWS 4610 - Capstone Senior Project (3) • EWS 4850 - Social Movements and Resistance (3) <p>Subplan/option required: 21 units Select from the following GEMS emphases:</p> <ul style="list-style-type: none"> • African American Studies • Chicana/o and Latina/o Studies • Asian Pacific Islander Studies • Native American Studies • Gender and Sexuality Studies <p>In consultation with your faculty advisor, students are encouraged to:</p> <ul style="list-style-type: none"> • select one course from each Content Area from the list below for a total of 15 units. • select two additional courses from any Content Area to support your emphasis for a total of 6 units. <p>Historical Content:</p> <ul style="list-style-type: none"> • EWS 2011 - African American Historical Experience (3) or • EWS 2021 - Latina and Latino American Historical Experience (3) or

California Polytechnic State University (Cal Poly)	Cal Poly Pomona
<ul style="list-style-type: none"> • HIST/WGQS 4421 (4 units) • SOC/WGQS 4423 (4 units) • HIST/WGQS 4434 (4 units) • HIST/WGQS 4435 (4 units) • POLS/WGQS 4457 (3 units) • HIST/WGQS 4458 (4 units) 	<ul style="list-style-type: none"> • EWS 2031 - Native American Historical Experience (3) or • EWS 2041 - Asian American Historical Experience (3) <p>Contemporary Issues Content:</p> <ul style="list-style-type: none"> • EWS 3850 - Education and Social Change (3) or • EWS 4010 - Contemporary African American Studies (3) or • EWS 4020 - Contemporary Chicana/o and Latina/o Studies (3) or • EWS 4030 - Contemporary Native American Studies (3) or • EWS 4040 - Contemporary Asian Pacific Islander American Studies (3) <p>Humanities Content:</p> <ul style="list-style-type: none"> • EWS 3010 - Ethnic Identity (3) or • EWS 4100 - Art, Community, and Social Change (3) or • EWS 4310 - Ethnicity, Gender and Religion/Spirituality (3) or • EWS 4750S - Communities and Culture Service Learning (3) <p>Global/Diaspora Content:</p> <ul style="list-style-type: none"> • EWS 3500 - Immigration, Race and Gender Studies (3) or • EWS 3800 - Women in Global Perspective (3) or • EWS 4500 - Multiracial and Hybrid Identities (3) or • EWS 4510 - Diaspora Studies (3) <p>Gender/Sexuality Content:</p> <ul style="list-style-type: none"> • EWS 4070 - Diverse Gender and Sexual Identities (3) or • EWS 4430 - Women, Health, and Body Politics (3) or • EWS 4520 – Ethnicity, Race, and Sexuality (3)

California Polytechnic State University (Cal Poly)	San José State University
<p>Proposed BA in Women’s, Gender and Queer Studies</p> <p>Major requirements (53 units total): <u>WGQS CORE REQUIREMENTS (29 units)</u></p> <ul style="list-style-type: none"> • WGQS 1101 (3 units) • WGQS 3000 (2 units) • WGQS 3305 (3 units) • WGQS 3320 (3 units) • WGQS 3330 (3 units) • WGQS 4401 (3 units) • WGQS 4450 (4 units) • WGQS 4455 (4 units) • WGQS 4460 (4 units) <p><u>WGQS LOWER-DIVISION ELECTIVES (9 units)</u></p> <ul style="list-style-type: none"> • Choose a minimum of any three lower-division WGQS prefix classes <p><u>WGQS UPPER-DIVISION ELECTIVES</u> (choose a minimum of 4 classes, at least two from the first and one from the second of the two lists below; minimum of 15 units)</p> <p>Critical and Contemporary Issues in WGQS:</p> <ul style="list-style-type: none"> • WGQS 3301 (3 units) • WGQS 3302 (3 units) • WGQS 3325 (3 units) • WGQS 3385 (4 units) • WGQS 4400 (1-6 units) • WGQS 4467 (1-6 units) • WGQS 4470 (1-6 units) <p>Cross- and Interdisciplinary Explorations in WGQS:</p> <ul style="list-style-type: none"> • SOC/WGQS 3311 (4 units) • PSY/WGQS 3324 (4 units) • ART/WGQS 3327 (3 units) • ISLA/WGQS 3335 (3 units) • PHIL/WGQS 3336 (3 units) • ES/WGQS 3345 (4 units) 	<p>BA in Women’s, Gender and Sexuality Studies</p> <p>Major requirements (39 units total): Core Courses (18 units)</p> <ul style="list-style-type: none"> • WGSS 10 - Women, Gender, and Sexuality Studies 3 <i>unit(s)</i> • WGSS 20 - Women of Color in the U.S. 3 <i>unit(s)</i> • SOCI 100W - Writing Workshop 3 <i>unit(s)</i> • SOCI 105 - Qualitative Research Methods 3 <i>unit(s)</i> • WGSS 101 - Sex, Power, and Politics 3 <i>unit(s)</i> • WGSS 102 - The Global Study of Women 3 <i>unit(s)</i> <p>Complete Four Courses (12 units)</p> <ul style="list-style-type: none"> • WGSS 112 - Women in the Global Economy 3 <i>unit(s)</i> • WGSS 114 - Politics of Mothering and Reproduction 3 <i>unit(s)</i> • WGSS 135 - Trans Studies: Identities, Embodiment, & Politics 3 <i>unit(s)</i> • WGSS 160 - Queering Gender, Race, and Class 3 <i>unit(s)</i> • WGSS 169 - Sexualities and the Body 3 <i>unit(s)</i> • WGSS 189 - Feminist Perspectives on Gender and Religion 3 <i>unit(s)</i> <p>Major Electives (9 units)</p> <p>Complete 3 courses:</p> <ul style="list-style-type: none"> • CCS 160 - Gender and Sexuality in the Chicana/o Community 3 <i>unit(s)</i> • SOCI 170 - Sociology of Family 3 <i>unit(s)</i> • SOCI 172 - Lesbian, Gay, Bi, Transgender Studies 3 <i>unit(s)</i> • SOCI 174 - Sexualities 3 <i>unit(s)</i> • WGSS 107 - Psychology of Women 3 <i>unit(s)</i>

California Polytechnic State University (Cal Poly)	San José State University
<ul style="list-style-type: none"> • ES/WGQS 3350 (4 units) • ES/WGQS 3351 (4 units) • ISLA/WGQS 3360 (3 units) • RELS/WGQS 3370 (3 units) • POLS/WGQS 4417 (3 units) • HIST/WGQS 4421 (4 units) • SOC/WGQS 4423 (4 units) • HIST/WGQS 4434 (4 units) • HIST/WGQS 4435 (4 units) • POLS/WGQS 4457 (3 units) • HIST/WGQS 4458 (4 units) 	<ul style="list-style-type: none"> • WGSS 121 - Philosophy and Feminism 3 unit(s) • WGSS 131 - Gender, Sexuality, and Religion 3 unit(s) • WGSS 156 - Black Women’s Writing 3 unit(s) • WGSS 175 - Sociology of Masculinities and Femininities 3 unit(s) • WGSS 180 - Individual Studies 1-4 unit(s) • WGSS 190 - Internship 1-4 unit(s)

California Polytechnic State University (Cal Poly)	U.C. Santa Barbara
<p>Proposed BA in Women’s, Gender and Queer Studies</p> <p>Major requirements (53 units total): <u>WGQS CORE REQUIREMENTS (29 units)</u></p> <ul style="list-style-type: none"> • WGQS 1101 (3 units) • WGQS 3000 (2 units) • WGQS 3305 (3 units) • WGQS 3320 (3 units) • WGQS 3330 (3 units) • WGQS 4401 (3 units) • WGQS 4450 (4 units) • WGQS 4455 (4 units) • WGQS 4460 (4 units) <p><u>WGQS LOWER-DIVISION ELECTIVES (9 units)</u></p> <ul style="list-style-type: none"> • Choose a minimum of any three lower-division WGQS prefix classes <p><u>WGQS UPPER-DIVISION ELECTIVES</u> (choose a minimum of 4 classes, at least two from the first and one from the second of the two lists below; minimum of 15 units)</p> <p>Critical and Contemporary Issues in WGQS:</p> <ul style="list-style-type: none"> • WGQS 3301 (3 units) • WGQS 3302 (3 units) 	<p>BA Feminist Studies</p> <p>Program Requirements (60-61 units): PREPARATION FOR THE MAJOR (16-17 lower-division units):</p> <ul style="list-style-type: none"> • Area A: Introduction to Feminist Studies (4 units) <ul style="list-style-type: none"> ○ Feminist Studies 20 • Area B: Intersectionalities (8 units) <ul style="list-style-type: none"> ○ Feminist Studies 60 ○ Feminist Studies 80 • Area C: Additional Key Concepts (4-5 units) <ul style="list-style-type: none"> ○ Feminist Studies 30, 40, or 50 <p>UPPER-DIVISION MAJOR (44 units)</p> <ul style="list-style-type: none"> • Tool Kit Series (12 units) <ul style="list-style-type: none"> ○ Feminist Studies 180 ○ Feminist Studies 181 ○ Feminist Studies 182 or 183 • Feminist Studies Electives (16 units)--four courses from the following: <ul style="list-style-type: none"> ○ Feminist Studies 120, 121, 130, 131, 132, 133, 135, 136AA-ZZ, 138, 139, 142, 143, 144, 145, 146, 150, 151AA-ZZ, 160, 161, 162, 163, 164, 165,

California Polytechnic State University (Cal Poly)	U.C. Santa Barbara
<ul style="list-style-type: none"> • WGQS 3325 (3 units) • WGQS 3385 (4 units) • WGQS 4400 (1-6 units) • WGQS 4467 (1-6 units) • WGQS 4470 (1-6 units) <p>Cross- and Interdisciplinary Explorations in WGQS:</p> <ul style="list-style-type: none"> • SOC/WGQS 3311 (4 units) • PSY/WGQS 3324 (4 units) • ART/WGQS 3327 (3 units) • ISLA/WGQS 3335 (3 units) • PHIL/WGQS 3336 (3 units) • ES/WGQS 3345 (4 units) • ES/WGQS 3350 (4 units) • ES/WGQS 3351 (4 units) • ISLA/WGQS 3360 (3 units) • RELS/WGQS 3370 (3 units) • POLS/WGQS 4417 (3 units) • HIST/WGQS 4421 (4 units) • SOC/WGQS 4423 (4 units) • HIST/WGQS 4434 (4 units) • HIST/WGQS 4435 (4 units) • POLS/WGQS 4457 (3 units) • HIST/WGQS 4458 (4 units) 	<p>185AA-ZZ, 186AA-ZZ, 187A, 190, 194A-B-C</p> <ul style="list-style-type: none"> • Upper Division Electives (16 units)--four more courses from the list below: <ul style="list-style-type: none"> ○ Anthropology 102A, 111, 116A, 125, 128, 172, 176; Art History 111E; Asian American Studies 107, 109, 113, 118, 122, 128, 131, 132, 134, 135, 136, 138, 139, 146, 158, 163; Black Studies 106, 122, 125, 127, 129, 133, 136, 138, 162, 174; Chicana/o Studies 107, 112, 114, 133, 135, 148, 149, 149A, 151, 153, 154, 156, 167, 184A; Chinese 144; Classics 110; Communication 103, 124, 126; Comparative Literature 162; Counseling, Clinical, School Psychology 111, 114; East Asian Cultural Studies 150; Education 112; English 114AA-ZZ, 129; Environmental Studies 184; Feminist Studies 100WS, 117C, 124A, 147G, 147Q, 153, 154A, 159B-C, 163A; Film and Media Studies 154PG, 163; French 148B-C, 151B, 153C, 154D, 155A-B-C-D; German 170; Global Studies 148, 168; History 101G, 117C, 124A-B, 146BQ, 146W, 147G, 147Q, 159B-C-Q-R, 163A-B, 168N, 174A-B-C, 175D, 188S; Interdisciplinary 100WS; Italian 142X, 144AA-ZZ; Japanese 150, 162, 164; Linguistics 132, 138, 180; Political Science 114; Religious Studies 111, 112A, 119D, 156, 192; Slavic 164C; Sociology

California Polytechnic State University (Cal Poly)	U.C. Santa Barbara
	118B, 118L, 130SG, 130ST, 134, 140, 144, 144LI, 144S, 151, 153, 154A, 155M-T-W, 156A-B, 159LG, 159S, 176A, 185G, 185GT, 185J; Spanish 194; Theater 180F-G; Writing 109GS

California Polytechnic State University (Cal Poly)	Allan Hancock College
<p>Proposed BA in Women’s, Gender and Queer Studies</p> <p>Major requirements (53 units total): <u>WGQS CORE REQUIREMENTS (29 units)</u></p> <ul style="list-style-type: none"> • WGQS 1101 (3 units) • WGQS 3000 (2 units) • WGQS 3305 (3 units) • WGQS 3320 (3 units) • WGQS 3330 (3 units) • WGQS 4401 (3 units) • WGQS 4450 (4 units) • WGQS 4455 (4 units) • WGQS 4460 (4 units) <p><u>WGQS LOWER-DIVISION ELECTIVES (9 units)</u></p> <ul style="list-style-type: none"> • Choose a minimum of any three lower-division WGQS prefix classes <p><u>WGQS UPPER-DIVISION ELECTIVES</u> (choose a minimum of 4 classes, at least two from the first and one from the second of the two lists below; minimum of 15 units)</p> <p>Critical and Contemporary Issues in WGQS:</p> <ul style="list-style-type: none"> • WGQS 3301 (3 units) • WGQS 3302 (3 units) • WGQS 3325 (3 units) • WGQS 3385 (4 units) • WGQS 4400 (1-6 units) • WGQS 4467 (1-6 units) 	<p>AA for Transfer in Social Justice Studies: LGBTQ Studies</p> <p>Program Requirements (19 units) Required core courses: (16 units)</p> <ul style="list-style-type: none"> • LGBT 101: Introduction to LGBTQ Studies • LGBT 102: LGBTQ Communities, Family and Education in the 21st Century • MATH 123: Elementary Statistics • SOC 110: Introduction to Marriage & Family • SOC 120: Race and Ethnic Relations <p>List A: Select 1 course from the following: (3 units)</p> <ul style="list-style-type: none"> • PSY 112: Human Sexuality • SOC 101: Introduction to Sociology • SOC 102: Social Problems

California Polytechnic State University (Cal Poly)	Allan Hancock College
<ul style="list-style-type: none"> • WGQS 4470 (1-6 units) <p>Cross- and Interdisciplinary Explorations in WGQS:</p> <ul style="list-style-type: none"> • SOC/WGQS 3311 (4 units) • PSY/WGQS 3324 (4 units) • ART/WGQS 3327 (3 units) • ISLA/WGQS 3335 (3 units) • PHIL/WGQS 3336 (3 units) • ES/WGQS 3345 (4 units) • ES/WGQS 3350 (4 units) • ES/WGQS 3351 (4 units) • ISLA/WGQS 3360 (3 units) • RELS/WGQS 3370 (3 units) • POLS/WGQS 4417 (3 units) • HIST/WGQS 4421 (4 units) • SOC/WGQS 4423 (4 units) • HIST/WGQS 4434 (4 units) • HIST/WGQS 4435 (4 units) • POLS/WGQS 4457 (3 units) • HIST/WGQS 4458 (4 units) 	

California Polytechnic State University (Cal Poly)	Cuesta College
<p>Proposed BA in Women's, Gender and Queer Studies</p> <p>Major requirements (53 units total): <u>WGQS CORE REQUIREMENTS (29 units)</u></p> <ul style="list-style-type: none"> • WGQS 1101 (3 units) • WGQS 3000 (2 units) • WGQS 3305 (3 units) • WGQS 3320 (3 units) • WGQS 3330 (3 units) • WGQS 4401 (3 units) • WGQS 4450 (4 units) • WGQS 4455 (4 units) • WGQS 4460 (4 units) <p><u>WGQS LOWER-DIVISION ELECTIVES (9 units)</u></p>	<p>AA for Transfer in Social Justice Studies</p> <p>Program Requirements (18-19 units)</p> <p>Required core courses (9 units) CHOOSE ONE (3 units):</p> <ul style="list-style-type: none"> • ETHN 230: INTRODUCTION TO SOCIAL JUSTICE AND ETHNIC STUDIES • SOC 206: INTRODUCTION TO RACE AND ETHNICITY <p>CHOOSE ONE (3 units):</p> <ul style="list-style-type: none"> • ETHN 219: INTRODUCTION TO QUEER STUDIES • SOC 208: INTRODUCTION TO GENDER STUDIES <p>CHOOSE ONE (3 units):</p>

California Polytechnic State University (Cal Poly)	Cuesta College
<ul style="list-style-type: none"> Choose a minimum of any three lower-division WGQS prefix classes <p><u>WGQS UPPER-DIVISION ELECTIVES</u> (choose a minimum of 4 classes, at least two from the first and one from the second of the two lists below; minimum of 15 units)</p> <p>Critical and Contemporary Issues in WGQS:</p> <ul style="list-style-type: none"> WGQS 3301 (3 units) WGQS 3302 (3 units) WGQS 3325 (3 units) WGQS 3385 (4 units) WGQS 4400 (1-6 units) WGQS 4467 (1-6 units) WGQS 4470 (1-6 units) <p>Cross- and Interdisciplinary Explorations in WGQS:</p> <ul style="list-style-type: none"> SOC/WGQS 3311 (4 units) PSY/WGQS 3324 (4 units) ART/WGQS 3327 (3 units) ISLA/WGQS 3335 (3 units) PHIL/WGQS 3336 (3 units) ES/WGQS 3345 (4 units) ES/WGQS 3350 (4 units) ES/WGQS 3351 (4 units) ISLA/WGQS 3360 (3 units) RELS/WGQS 3370 (3 units) POLS/WGQS 4417 (3 units) HIST/WGQS 4421 (4 units) SOC/WGQS 4423 (4 units) HIST/WGQS 4434 (4 units) HIST/WGQS 4435 (4 units) POLS/WGQS 4457 (3 units) HIST/WGQS 4458 (4 units) 	<ul style="list-style-type: none"> ANTH 203: CULTURAL ANTHROPOLOGY COMM 212: INTERCULTURAL COMMUNICATION ENGL 217: WOMEN AND GENDER IN LITERATURE HEED 203: WOMEN'S HEALTH ISSUES HEED 208: MULTICULTURAL HEALTH HIST 233: HISTORY OF AFRICAN AMERICANS HIST 203B: HISTORY OF WORLD CIVILIZATIONS HIST 237: HISTORY OF AMERICAN WOMEN MUS 238: MUSIC APPRECIATION: JAZZ HISTORY POLS 204: WORLD POLITICS <p>List A (9-10 units) Select three courses from at least two of the following Areas. Choose courses that are the best fit for your desired CSU campus and major, and that have not already been completed as part of the Required Core.</p> <ul style="list-style-type: none"> Area 1: History or Government <ul style="list-style-type: none"> HIST 212: HISTORY OF MEXICAN AMERICANS HIST 233: HISTORY OF AFRICAN AMERICANS HIST 237: HISTORY OF AMERICAN WOMEN POLS 204: WORLD POLITICS Area 2: Arts and Humanities <ul style="list-style-type: none"> ART 207: SURVEY OF MEXICAN ART HISTORY I: PRE-COLUMBIAN ART 208: SURVEY OF MEXICAN ART HISTORY II: COLONIAL TO CONTEMPORARY

California Polytechnic State University (Cal Poly)	Cuesta College
	<ul style="list-style-type: none"> ○ ART 209: ART OF AFRICA, OCEANIA, AND INDIGENOUS NORTH AMERICA ○ ART 210: SURVEY OF ASIAN ART HISTORY ○ ENGL 213: ETHNIC LITERATURE OF THE UNITED STATES ○ ENGL 217: WOMEN AND GENDER IN LITERATURE ○ MUS 236: MUSIC APPRECIATION: WORLD MUSIC ○ MUS 238: MUSIC APPRECIATION: JAZZ HISTORY ● List 3: Social Science <ul style="list-style-type: none"> ○ ASHS 218: HUMAN SEXUALITY: EXPERIENCE & EXPRESSION ○ CJ 224: COMMUNITY, DIVERSITY AND THE JUSTICE SYSTEM ○ COMM 212: INTERCULTURAL COMMUNICATION ○ ANTH 220: CALIFORNIA INDIANS -OR- ANTH 221: NORTH AMERICAN INDIANS ○ SOC 202: SOCIAL PROBLEMS ● List 4: Quantitative Reasoning and Research Methods <ul style="list-style-type: none"> ○ MATH 247: INTRODUCTION TO STATISTICS ○ PSYC 200: RESEARCH METHODS FOR THE BEHAVIORAL AND SOCIAL SCIENCES

As demonstrated by the program comparisons above (and as also noted in Section 3a), one of the main differences between the proposed undergraduate major in WGQS at Cal Poly and the programs listed in Section 5a is our integration of Critical Disability Studies into student learning in the major, with a required class focused on disability justice (WGQS 3320) as well as content on Critical Disability Studies included throughout the curriculum. Another key difference

between our proposed program and those listed above is the variable topic classes (also known as subtitle classes at Cal Poly, e.g., WGQS 3301, WGQS 3302, and WGQS 4401), which allow us to incorporate courses with new content into our curriculum more quickly than is typically the case for standard new course proposals at Cal Poly. New subtitles in these WGQS classes often focus on the most recent developments in WGQS scholarship and/or practice, enabling us to provide students with WGQS learning opportunities that are especially up-to-date. In addition, unlike the existing programs indicated above, our proposed program includes a 2-unit career and leadership-focused course (WGQS 3000).

Another key difference between our proposed BA in WGQS and the programs listed above is indicated by the name of our program, which is distinctive in that it includes ‘Queer Studies’ in the named degree field. Some of the programs listed above do not include any reference to sexuality in their named degree fields, while others use the language of ‘Sexuality Studies’ instead of ‘Queer Studies’. Although we recognize that the language of ‘Queer Studies’ and ‘Sexuality Studies’ is sometimes used interchangeably, we use the term ‘queer’ to signal specific developments in queer theory and practice that have had important and lasting impacts on feminist theory and practice—as well as on scholarship, activism, and social justice more generally—and that are central to our proposed degree program.

In particular, since its emergence in the 1990s, queer theory has shifted understandings of both gender and sexuality away from notions of stable and fixed identity categories (e.g., problematically singular and universalizing notions of ‘woman,’ ‘man,’ ‘lesbian,’ ‘gay,’ and so on) to focus instead on the properties and impacts of normative cultural and social structures (e.g., heteronormativity; cisnormativity) and the ways that these structures have produced, and continue to produce, various conditions for and forms of both oppression and resistance throughout history and around the world. We consider these interventions to be central to the degree field, as they acknowledge and provide important interventions in hegemonic, heteronormative, and cisnormative feminisms that characterized the early formation of Women’s Studies as an academic discipline, similar to the earlier and ongoing work of BIPOC feminist scholars and activists that has challenged and called out hegemonic, racist white feminisms and that will also be central to our proposed degree program. The reference to ‘Queer Studies’ in our named degree field is also intended to signal visibility for and inclusion of communities marginalized due to sexuality.

However, the most notable difference between our new BA in WGQS at Cal Poly and the programs listed above is our integration of, and active student engagement in, Cal Poly’s signature Learn by Doing pedagogy. In particular (and, again, as noted in Section 3a above), our projected BA WGQS program will provide students with multiple types of hands-on learning throughout their degree coursework, ranging from guided introductory practice-based discovery activities in lower-division classes to more advanced independent formulation and implementation of community service and research projects in upper-division coursework. In addition, students in the proposed BA in WGQS will have opportunities to participate in internships and faculty research. Current WGQS faculty already provide these experiential learning opportunities to students in our two minor programs, and we are using these existing

Learn by Doing practices as a foundation upon which to grow and refine these Cal Poly-specific, signature learning experiences for WGQS students going forward (e.g., WGQS faculty recipients of a CLA Summer Undergraduate Research/Creative Activity Project [SURP] award for Summer 2025 and a Cal Poly Research, Scholarly and Creative Activities [RSCA] grant with a student component for the 2025-26 academic year). Above all, we anticipate that prospective students will choose to enroll in a BA in WGQS at Cal Poly because of our significant and ongoing commitments to Learn by Doing for our students.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

Response:

There is one other program at Cal Poly focused on related matters of equity and social justice, the BA in Comparative Ethnic Studies, and while there are some commonalities between this existing program and the proposed BA in Women’s, Gender, and Queer Studies, many of the content areas and approaches in each program are distinctive.

Similarly, there are several programs at Cal Poly that include a small number of courses that explore gender and sexuality respective to their disciplines (e.g., Social Sciences; Philosophy; Political Science), often in classes that are cross-listed with the WGQS Department. However, these programs do not offer the sustained investigation of gender and sexuality that characterizes this proposed BA in WGQS.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

Response:

Planning and development of the proposed BA in WGQS at Cal Poly has included consultation with the following people/organizations:

- Jennifer Adams, CEO of Lumina Alliance (San Luis Obispo County)
- Stacey Allen, Professor of Sociology and Women’s Studies, El Camino College (Torrance, CA)
- Dawn Rae Davis, Department Chair and Instructor, Gender and Women’s Studies Department, Monterey Peninsula College (Monterey, CA)
- Dulce María Grey, Professor, Schools of Language Arts and Social Science, West Valley College (Saratoga, CA)
- Matt Pannon, DEI Project Manager, County of San Luis Obispo Behavioral Health Department
- Landon St. James, Vice Chair, Steering Committee, Tranz Central Coast
- Nestor Veloz-Passalacqua, Diversity, Equity & Inclusion Manager, City of San Luis Obispo

As indicated by the list above, we solicited community participation from two main sets of people: first, members of local community organizations and agencies that share areas of engagement with WGQS (e.g., Lumina Alliance; City and County of San Luis Obispo); and, second, faculty and administrators at California community colleges that administer an AA degree in WGQS/WGSS/WGS (e.g., Monterey Peninsula College; West Valley College). This

participation took the form of email and Zoom consultations, in which we discussed opportunities for new and/or expanded partnerships that might be possible in conjunction with the implementation of a new BA program in WGQS at Cal Poly.

Both sets of people shared enthusiastic support for a new BA in WGQS at Cal Poly. Local community organizations and agencies shared information about numerous opportunities for student internships and/or service learning for which WGQS majors would be an especially good fit. Several of these organizations and agencies also responded that a BA in WGQS at Cal Poly would create and/or expand a sense of visibility and inclusion for local members of various marginalized communities. They especially noted that our proposed program could provide local queer and trans youth with opportunities to see themselves as belonging at a 4-year university in general and/or at Cal Poly in particular. In addition, these organizations and agencies shared that they would consider graduates of a BA program in WGQS at Cal Poly to have a range of employment opportunities in the nonprofit and local and state government fields, based on their own professional experiences in these fields combined with their understanding of the skills and knowledge these graduates would attain as a result of Cal Poly's Learn by Doing emphasis.

Our consultations with California community college faculty and administrators focused on what students in their AA programs in WGQS/WGSS/WGS (and students in their classes more generally) consider to be most important when they are exploring transfer programs. Some of their suggestions note key content areas of interest to their students, many of which are already accounted for in our projected program (e.g., sustained engagement with intersectionality; contributions of feminist and queer scholar-practitioners of color in WGQS). However, their most important and recurring point is the need to significantly increase official coursework articulations between the California community colleges and 4-year colleges and universities. With this latter point in mind, and as noted in Section 4I above, we have already identified C-ID articulations for two new lower-division courses that are included in the WGQS major curriculum (WGQS 1101 and WGQS 2401). In addition, as also discussed in Section 4I above, we have identified a large number of course-by-course, campus-by-campus articulations at approximately 100 California community colleges, especially for our WGQS 2201 and WGQS 2301 courses, that we are working to implement.

- e. Provide applicable workforce demand projections and other relevant data.

Note: *Data Sources for Demonstrating Evidence of Need*

[US Department of Labor, Bureau of Labor Statistics](#)

[California Labor Market Information \(Employment Development Department\)](#)

Response:

Although it is commonly assumed that there are few, if any, workforce opportunities for graduates from WGQS programs, in fact, a number of research studies on the history and recent/current state of WGQS as a field have demonstrated that WGQS graduates have a wide

range of workforce opportunities and can be sought-after employees across various careers.¹³ These studies certainly acknowledge that workforce pathways for WGQS graduates are not always as immediately obvious as they are for graduates in STEM fields, Business fields, and/or other liberal arts fields such as English or Psychology.¹⁴ However, these studies also demonstrate that WGQS graduates successfully pursue a wide range of occupations that have generally strong workforce demand, both currently and projected into the future. In particular, these studies note that WGQS graduates are especially well positioned to succeed in the workforce when they are provided with early opportunities to develop career-minded approaches to their undergraduate studies that are then reinforced by sustained career preparation efforts throughout their degree programs.¹⁵ With this in mind, we are planning to incorporate career preparation into the proposed BA in WGQS at Cal Poly with a 2-unit career preparation course: WGQS 3000: Career and Leadership Proseminar. We are also already beginning to explore ways that we might include career preparation learning activities throughout key WGQS classes at both the lower- and upper-division (e.g., WGQS 1101: Introduction to WGQS; WGQS 3305: Feminist/Queer Methodologies). In addition, as noted in Section 5d above and Section 6d below, we will pursue WGQS-specific opportunities and partnerships for our majors with local organizations and agencies, as well as with Cal Poly's Career Center. Once the program is approved and has a confirmed date for admitting its first students, we also plan to form an external advisory board that would include partners who are employed at some of these local organizations and agencies, who would then be part of department communications and events that would likely regularize and sustain these kinds of partnerships.

As a result, and in contrast to assumptions about undergraduate degrees in WGQS, we are projecting strong workforce demand for the small but sustained number of graduates from our proposed program. In particular, as noted by US News and World Report, WGQS is an interdisciplinary field that provides students with important training in critical thinking, communication, and problem-solving, focused on developing skills and strategies to address real-world problems and contribute to diversity, equity, and inclusion efforts in local, national,

¹³ Two key examples of these research studies that include relevant data and discussion on workforce opportunities are Michele Tracy Berger and Cheryl Radeloff, *Transforming Scholarship: Why Women's and Gender Studies Students Are Changing Themselves and the World*, Third Edition (New York and London: Routledge, 2022); and Barbara M. Luebke and Mary Ellen Reilly, *Women's Studies Graduates: The First Generation* (New York and London: Teachers College Press, 1995). For an additional research study on the history and recent state of WGQS as a field, but focused on the importance of civic education rather than workforce opportunities, see Catherine M. Orr, "Women's Studies as Civic Engagement: Research and Recommendations, A Teagle Foundation White Paper," Teagle Working Group on Women's Studies as Civic Engagement and the National Women's Studies Association, September 2011.

¹⁴ Berger and Radeloff, 10; 70-71; Luebke and Reilly, 18-22.

¹⁵ Berger and Radeloff, 105-07; see also Luebke and Reilly, 194.

and global/transnational contexts.¹⁶ As such, WGQS prepares students to be active leaders and change-makers across many different careers, with a particular emphasis on occupations and workplaces that are attentive to and engaged with their own efforts to expand diversity, equity, and inclusion efforts. While many students who earn an undergraduate degree in WGQS pursue advocacy careers, research demonstrates that a WGQS degree is also an excellent foundation for future lawyers, policymakers, therapists, and teachers. Many WGQS graduates pursue advanced degrees, whether within WGQS or in other, related academic and/or professional fields of study.¹⁷

US Department of Labor Data

Relatedly, per the US Department of Labor Bureau of Labor Statistics report for graduates with a degree in Cultural and Gender Studies (also discussed in #6a below),¹⁸ there is a wide range of job opportunities for these graduates, with the highest overall percentage in management occupations (likely focused at least somewhat on social and community service sectors of the workplace). In addition, Bureau of Labor Statistics data show substantial percentages of job opportunities in educational and library occupations, business and financial occupations, and administrative occupations. This same report projects particular areas of growth for graduates with a degree in Cultural and Gender Studies as follows: postsecondary and secondary school teachers, management analysts, lawyers, educational administrators, and social workers; all of which aligns with both historical and more recent research that surveys WGQS graduates about their post-degree employment.¹⁹

State of California Employment Development Department Data

Along with US government labor and workforce projections that apply to WGQS graduates, we reviewed similar data from the State of California via resources provided by the Employment Development Department (EDD).²⁰ These resources link employment projections to educational fields of study, with two different sets of educational codes: Classification of Instructional Programs, or CIP, codes; and Taxonomy of Programs, or TOP, codes. There are three total CIP and TOP codes that directly relate to our proposed BA in WGQS:

- CIP code 050207, Women’s Studies

¹⁶ Ilana Kowarski, “What a Gender Studies Degree Is, How to Use It,” *US News and World Report*, Dec. 10, 2021, <https://www.usnews.com/education/best-graduate-schools/articles/what-gender-studies-is-and-how-to-use-the-degree>, accessed 6/2/2024.

¹⁷ Berger and Radeloff, 204; Luebke and Reilly, 8; 200.

¹⁸ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Field of degree: Culture and gender studies, at <https://www.bls.gov/ooh/field-of-degree/culture-and-gender-studies/culture-and-gender-studies-field-of-degree.htm>, accessed March 17, 2023.

¹⁹ Again, see especially Berger and Radeloff; Lubeke and Reilly.

²⁰ State of California Employment Development Department (EDD), Employment Projections, <https://labormarketinfo.edd.ca.gov/data/employment-projections.html>, and Job Outlook for Community College Educational Programs, <https://labormarketinfo.edd.ca.gov/commcolleges/>, both accessed 2/24/2024.

- CIP code 050299, Ethnic, Cultural Minority, and Gender Studies, Other
- TOP code 220110, Women’s Studies

Working with these three codes, the State of California EDD projects only one employment field for students who earn degrees in these areas of study, which is the Standard Occupational Classification (or SOC) code as follows:

- 251062, for Area, Ethnic and Cultural Studies Teachers, Postsecondary

However, as discussed above, WGQS research documents a wider range of viable employment fields for graduates with a BA in WGQS, including: corporate occupations; health and medicine; social and human services; legal fields; government and politics; nonprofit occupations; and education.²¹ Some sample position titles reported by WGQS graduates in this research includes:

- Sexual Assault Survivor Advocate
- Research Analyst for HIV/AIDS policy and economics research group
- Civil Rights lawyer
- Field representative for state assemblymember
- Manager of reporting and analytics for IT media company
- Middle school literacy specialist
- Library cataloging services specialist
- Special projects coordinator at Public Education Foundation

Note this list is by no means comprehensive but demonstrates the range of employment opportunities attained by WGQS graduates.²²

Based on these sources, in reviewing the State of California EDD data, we expanded our consideration of data available for CIP (again, Classification of Instructional Programs) and TOP (again, Taxonomy of Programs) educational codes to include fields of study that overlap with the proposed BA in WGQS at Cal Poly, as follows:

- CIP 240199: Liberal Arts and Sciences, General Studies and Humanities, Other
- CIP 459999: Social Sciences, Other
- TOP 159900: Other Humanities
- TOP 210450: Disability Services
- TOP 220120: American Studies
- TOP 220500: History
- TOP 490100: Liberal Arts and Sciences, General
- TOP 490330: Humanities and Social Sciences

²¹ Berger and Radeloff; Luebke and Reilly.

²² Berger and Radeloff, 200-236; similar position titles are reported throughout Luebke and Reilly. In addition, several recent articles in mainstream news and media sources continue to note the wide range of employment fields available to WGQS graduates, e.g., Kowarski, “What a Gender Studies Degree Is, How to Use It”; Jamie Birt, “32 Careers for Women’s, Gender and Sexuality Studies Graduates,” Indeed Career Guide, April 18, 2024, <https://www.indeed.com/career-advice/finding-a-job/womens-and-gender-studies-jobs>, accessed 6/2/2024.

These CIP and TOP codes, combined with the three that are more directly linked to our proposed program and discussed above, resulted in projected occupations with the following SOC (again, Standard Occupation Classifications) codes:

- 111011: Chief Executives
- 111031: Legislators
- 119199: Managers, All Other
- 193099: Social Scientists and Related Workers, All Other
- 251062: Area, Ethnic and Cultural Studies Teachers, Postsecondary (also noted above)

With these occupational codes, in conjunction with some of the additional projected occupations provided by the US Department of Labor Bureau of Labor Statistics report, we then reviewed the State of California Employment Development Department (EDD) Employment Projections to determine growth projections for these and related occupations between 2020 and 2030.

Data providing ten-year employment projections for the State of California is organized by geographical region within the state, organized by county or groups of counties. To explore data from throughout the state, we considered projections from the following four counties/groups of counties:

- San Luis Obispo County
- San Francisco and San Mateo Counties
- El Dorado, Placer, Sacramento, and Yolo Counties
- Los Angeles County

Across all four geographic areas, there is little to no projected growth in the 111011-Chief Executive and 111031-Legislator occupations, and only Los Angeles County includes current and future employment data for 251062-Area, Ethnic and Cultural Studies Teachers, Postsecondary. In addition, none of the counties reviewed has any current or projected data for the specific SOC code 119199-Managers, All Other. Therefore, we have instead reviewed data for a number of other management occupation categories, along with data for a range of community and social work occupations, legal occupations, and educational occupations (again, as indicated by the US Department of Labor Bureau of Labor Statistics report for graduates with a degree in Cultural and Gender Studies, as discussed above).

From 2020 to 2030, growth in occupations in which WGQS majors are likely to pursue careers is projected by the State of California to be as follows (listed by geographic regions):

SOC code	Occupational Title	San Luis Obispo County	San Francisco and San Mateo Counties	El Dorado, Placer, Sacramento, and Yolo Counties	Los Angeles County
111021	General and Operations Managers	22.0%	22.5%	19.1%	18.1%
119032	Education Administrators, Elementary and Secondary School	10.5%	9.9%	7.3%	7.5%
119033	Education Administrators, Postsecondary	No data	2.1%	9.2%	11.6%
119039	Education Administrators, All Other	25.0%	9.1%	14.8%	No data
119111	Medical and Health Services Managers	38.2%	31.4%	40.1%	35.1%
119151	Social and Community Service Managers	15.4%	14.7%	11.4%	16.7%
193099	Social Scientists and Related Workers, All Other	25%	33.3%	8.3%	12.0%
211021	Child, Family, and School Social Workers	18.9%	13.2%	7.2%	12.3%
231011	Lawyers	11.4%	12.3%	10.0%	12.8%
231012	Judicial Law Clerks	No data	18.2%	No data	No data
232000	Legal Support Workers	11.4%	8.7%	14.6%	12.2%
232011	Paralegals and Legal Assistants	15.0%	11.5%	17.3%	15.8%
232099	Legal Support Workers, All Other	20.0%	-0.8%	No data	3.4%
251062	Area, Ethnic, and Cultural Studies Teachers, Postsecondary	No data	No data	No data	11.5%
251069	Social Sciences Teachers, Postsecondary, All Other	No data	No data	No data	11.2%
252022	Middle School Teachers, Except Special and Career/Technical Education	5.7%	9.5%	6.6%	6.8%
252031	Secondary School Teachers, Except Special and Career/Technical Education	6.0%	9.4%	7.1%	7.2%
253000	Other Teachers and Instructors	18.8%	18.8%	17.9%	20.0%
253011	Adult Basic and Secondary Education and Literacy Teachers and Instructors	No data	-1.8%	7.1%	6.2%
253021	Self-Enrichment Education Teachers	41.7%	27.0%	39.5%	34.2%
253097	Teachers and Instructors, All Other, Except Substitute Teachers	12.7%	15.0%	14.3%	20.7%

Pearson-Nesta Research Study

These workforce demand projections for our proposed BA in WGQS at Cal Poly are further supported by another research study that explores the types of learning and skills that will likely be most valued in the workforce by 2030. A collaboration between [Pearson](#) and [Nesta](#), with support from the Oxford-Martin School at the University of Oxford, this study demonstrates connections between key skill sets and occupations that are likely to experience growth by 2030. Specifically, in *The Future of Skills: Employment in 2030*, a team of economics and employment/workplace researchers combined expert knowledge with machine learning to develop workforce projections for 2030 across Standard Occupation Classification (again, SOC) codes in the US (along with similar data in the UK, though UK data is not addressed here).²³ Their mixed methods study was especially designed to formulate 2030 workforce projections that account for some of the most discussed, and arguably most impactful, worldwide social and economic developments, such as increasing automation and related technological changes; environmental sustainability and climate change; increasing inequality; globalization; and demographic change.

Among their key findings are that many “public sector occupations” are likely to grow between now and 2023, along with some professional occupations.²⁴ In their US-based findings, they project the highest likelihood for sustained and/or increased workforce demand in fields that include education, social work/social science, the law, and management professions, which account for all but one of the Standard Occupation Classification codes we have indicated in our workforce demand projections in the table above.²⁵

However, more than specific occupational classifications or codes, the Pearson-Nesta study projects that various skill sets are especially likely to impact workforce demand in 2030, with a particular demand for employees with “interpersonal skills, higher-order cognitive skills, and systems skills.”²⁶ These types of skills are integrated into our proposed Program Learning Objectives (PLOs) and Student Learning Objectives (SLOs) (listed above in Section 4a). For instance, our PLO #5 requires students to “reflect upon and critique their own beliefs, attitudes, and potential biases related to gender and sexuality,” and our SLO #5 requires students to “recognize, reflect upon, and interrogate gender and sexuality as central organizing principles of human experience.” These interrelated learning objectives will provide graduates of our

²³ H. Bakhski, J. Downing, M. Osborne, and P. Schneider, *The Future of Skills: Employment in 2030* (London: Pearson and Nesta, 2017).

²⁴ H. Bakhski et. al., 13-14.

²⁵ The exception is the one healthcare-related profession we have included in our projections, indicated by SOC code 119111. According to the Pearson-Nesta study, projections for healthcare occupations are not necessarily as strong as many other studies predict, though the authors note a number of factors that might have negatively impacted these projections in their study; see especially H. Bakhski et. al., 44-45.

²⁶ H. Bakhski et. al., 14.

proposed program with opportunities to develop and hone what the Pearson-Nesta study describes as “social perceptiveness” that is central to the interpersonal skills that are increasingly in demand by employers.²⁷

Similarly, our PLOs #4, #6, and #7, along with SLOs #3, #4, and #6, are all focused on higher-order cognitive skills such as evaluating constructions, experiences, and expressions of gender and sexuality (PLO #4); comparing, contrasting, and assessing the ways that WGQS configures, explains, and intervenes in notions of power, identity/subjectivity, knowledge, and activism (SLO #3; SLO #4); and applying and synthesizing WGQS concepts and methods to develop and implement knowledge about and potential solutions to real-world problems of injustice and inequality (PLO #6; PLO #7). And PLOs #3 and #4, in conjunction with SLO #2, with their attention to intersectional interrelationships across various social structures and systems, will ensure that graduates complete our proposed program with critical and analytical skills often associated with what the Pearson-Nesta study describes as systems skills.

Furthermore, although the Pearson-Nesta study is focused more on correlating various skills to workforce demand than it is on enumerating ways for individuals to acquire high-demand skills, it does mention several educational practices that can contribute to this important skills development, such as peer-to-peer teaching; assessments in which students reflect on how their learning has impacted them; and internship opportunities.²⁸ These are all educational practices that we already employ in the WGQS Department and plan to expand further with the implementation of our proposed major.

While the Pearson-Nesta study does not focus on any individual degree program or area of study, given its grounding in economics and workforce/workplace research, we consider it an important source that further supports our workforce demand projections. In addition, given the strengths of Cal Poly’s Learn by Doing pedagogy that we are incorporating into our proposed degree program (as discussed in Sections 3a and 5b above), as well as the intentional focus on career preparation we will be integrating into our curriculum, we are confident that graduates from a new BA in WGQS at Cal Poly will defy common assumptions about WGQS degrees and will be in demand across a range of occupations as discussed above. What is more, when we consider the flexibility of our WGQS major as proposed, which allows for double majors or multiple minors, along with the very high value that many employers attach to undergraduate degrees at Cal Poly more generally, we anticipate workforce demand for our WGQS graduates could be even higher than what is indicated above.

6. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder

²⁷ H. Bakhski et. al., 14; 66.

²⁸ H. Bakhski et. al., 66.

community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

Response:

Given the current growth fields in which many WGQS graduates pursue careers (as discussed in Section 5e) as well as enrollment data from other CSU campuses and existing programs in the College of Liberal Arts at Cal Poly, we anticipate small but sustained student demand for a major in WGQS at Cal Poly.²⁹

Historical Enrollment Data at other CSU campuses

To develop our student demand projections, we initially solicited **recent and historical enrollment data from existing WGQS/WGSS/WGS major programs at eight other CSU campuses:** Chico, Dominguez Hills, Fresno, Los Angeles, Sacramento, San Diego, Sonoma, and Stanislaus.³⁰

Of these eight programs that provided data, the smaller and/or more recently developed programs at three CSU campuses that are similar in size to Cal Poly—Dominguez Hills, Fresno, and Los Angeles—typically average 25-30 total students in their programs, with 5-15 students graduating each year. Although these campuses do not have the same overall student demographics as Cal Poly, there are similarities. Fresno is another CSU campus with a college of agriculture (the Jordan College of Agricultural Sciences and Technology) surrounded by more rural areas similar to Cal Poly and San Luis Obispo County, and the programs at Dominguez Hills and Los Angeles are relatively recent (CSUDH started accepting students in their BA in Women’s Studies in Fall 2020, and CSULA started accepting students in their BA in Women’s, Gender, and Sexuality Studies in Fall 2019). We therefore see their available enrollment data as useful in developing projections for the early years of our proposed program.

Relatedly, most of the programs that provided data indicate that they have a higher-than-average number of internal transfers into their majors, frequently by students who double major in WGQS and a second field. With this latter point in mind, and as noted in Section 3a above, we are projecting a WGQS major at Cal Poly that will have a large number of free elective units to facilitate a double major option for interested students.

Historical Enrollment Data at Cal Poly

To augment the data provided by WGQS/WGSS/WGS major programs at other CSU campuses, we also reviewed **recent and historical enrollment data for existing majors in the College of Liberal Arts at Cal Poly.** Specifically, after reviewing recent enrollment data for all existing CLA

²⁹ Again, see the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Field of degree: Culture and gender studies, at <https://www.bls.gov/ooh/field-of-degree/culture-and-gender-studies/culture-and-gender-studies-field-of-degree.htm>, visited March 17, 2023.

³⁰ Inquiries were also sent to Fullerton, Long Beach, San Francisco, and San Marcos, but these programs did not respond. An inquiry to Northridge did receive a response, but the program was not able to secure relevant data from their institutional research unit.

majors, and given the relatively small enrollment numbers in existing WGQS/WGSS/WGS majors at the other CSU campuses discussed above, **we focused on recent and historical enrollment data in three CLA majors with similarly small enrollment numbers: Comparative Ethnic Studies; Modern Languages/Spanish; and Theatre Arts.** The strongest parallels for our proposed BA in WGQS are with the BA in Comparative Ethnic Studies, but the BA in Spanish (formerly Modern Languages) has an overall structure and unit counts similar to our proposed program. And while the BA in Theatre Arts is not programmatically similar to what we have outlined for the BA in WGQS, its smaller admission numbers seem relevant to our general sense of likely enrollment patterns for a WGQS major at Cal Poly.

In order to balance pre-pandemic, pandemic, and current/post-pandemic enrollment patterns in our CLA-derived enrollment projection data, we reviewed ten years of enrollment data in these three majors (starting in 2015-16 and continuing through 2024-25) as a further basis for our student demand projections indicated in the table above.

A summary of the 10-year enrollment data for these three CLA majors is as follows:

	Lowest number of incoming students in a single year (since 2015-16)	Highest number of incoming students in a single year (since 2015-16)	Average overall number of incoming students per year (since 2015-16)
Comparative Ethnic Studies	8 (6-8 FTFY and 0-2 NTR students)	16 (13 FTFY and 3 NTR students)	12
Modern Languages/ Spanish ³¹	8 (4-5 FTFY and 3-4 NTR students)	19 (15 FTFY and 4 NTR students)	12
Theatre Arts	8 (7 FTFY and 1 NTR students)	36 (30 FTFY and 6 NTR students)	18

We also reviewed projected student demand data for the CLA's most recent major proposal in Interdisciplinary Studies (IS), which was designed as an internal transfer-only program for already-enrolled Cal Poly students unable to achieve their academic interests and goals in their existing majors. However, demand for the IS major has outpaced its initial projections (24 to 36

³¹ For Modern Languages/Spanish, the major in Modern Languages and Literatures transitioned to a major in Spanish starting in 2019-20, meaning that the enrollment data above includes four years of data gathered for the Modern Languages and Literatures major and six years of data for the Spanish major.

internal transfer students per year for the first five years of the state-support IS major), partly due to unanticipated interest from incoming students. As a result, the IS major has also begun enrolling incoming new students, with 45 new students admitted in Fall 2024 (the sixth year of the program) and 233 total students enrolled in the IS major effective Fall 2024, greatly outpacing the program's initial student demand projections.

Because a new WGQS major, from its initiation, will involve standard CSU application and Cal Poly admission procedures for many, if not most, of the students who enroll, we determined that recent and historical enrollment data from the Comparative Ethnic Studies, Spanish, and Theatre Arts majors in the CLA are more effective indicators of enrollment projections for a new WGQS undergraduate degree program at Cal Poly. However, the success of the IS major in the CLA demonstrates strong growth potential for new CLA programs and indicates ongoing demand for CLA majors more generally.

One further point we considered in our analysis of 10-year enrollment data for the three CLA majors noted above: two of them (Comparative Ethnic Studies and Modern Languages/Spanish) did not have an ADT in place throughout the time period reviewed, while one of them (Theatre Arts) had an ADT in place but did not necessarily prioritize ADT-driven transfer student recruiting, all of which may have prevented these programs from maximizing applications and demand from incoming transfer students during the ten years of enrollment data that we reviewed.

In contrast, as noted above, we are projecting a WGQS major that will include an ADT from the program's outset, with the addition of community college articulations with relevant lower-division WGQS courses and transfer student selection criteria that maximize transfer student opportunities in a WGQS major at Cal Poly, which we think further supports our student demand projections. Specifically, based on the different sets of enrollment data that we analyzed, we are anticipating enrollments at the initiation of a WGQS degree program to be on the smaller side. However, based on the 10-year enrollment patterns in the three CLA majors discussed above as well as the success of the IS major, our plans to design a WGQS major curriculum that is intentionally transfer-friendly, and the overall strength of the Cal Poly brand, we are anticipating enrollment growth from initiation to the third and fifth years of our projected degree program.

Student Survey Data

In addition, to confirm current student interest in a WGQS major at Cal Poly, we **conducted a survey during October 2022**, distributed to two sets of students: **current WGQS Minors** and **students in two upper-division WGQS GE classes**. In the survey, we asked students about their interest in and support for a future WGQS major at Cal Poly. Survey results include the following key data points:

Statement	WGQS Minors Strongly agree or Agree (# out of 25)	WGQS GE Students Strongly agree or Agree (# out of 22)
An undergraduate major in WGQS would have been an attractive/exciting option for me to explore.	19 (76%)	17 (77%)
I would have pursued a double major in WGQS with my current major if it had been available during my time at Cal Poly.	16 (64%)	11 (50%)
I think that Cal Poly students will benefit from having the opportunity to major or double major in WGQS.	24 (96%)	21 (95%)
I think that a WGQS major with learn-by-doing experiences will improve Cal Poly's campus climate for women, members of the LGBTQIA+ communities, and allies.	23 (92%)	22 (100%)
I think that Cal Poly students will benefit from the opportunity to conduct independent research and contribute to scholarship, activism, creative production, policy, and/or other forms of innovation and knowledge production on the ways that gender and sexuality are intersectional and central to human societies and individual lives.	25 (100%)	21 (95%)
I think that Cal Poly as an institution would benefit from providing a major in WGQS.	24 (96%)	21 (96%)

Our survey also generated the following comments indicating further relevant points regarding demand for a WGQS major at Cal Poly (in an optional, open-ended survey question; responses have been edited only to ensure student anonymity):

- I think a WGQS major would be overall beneficial for the campus community and climate. I hope that future students can feel at home at Cal Poly, and that the WGQS department can grow to support more students in their academic and personal interests. As a WGS minor, I wish I was able to take more classes and dive deeper into WGQS topics and participate in research/more extracurricular activities.
- I am a Business student minoring in WGQS. As I have gone through the interview process for internships and full-time jobs, I have encountered multiple interviews and 1:1s where the main topic discussed was my WGQS minor. I've received feedback from my recruiters and higher-ups at the technology firm that I will be working for, that to

have the WGQS minor is a major advantage for me & shows that I am well-rounded in my education and passionate about things beyond my business degree. I 100% would pursue a double major in WGQS and Business if it would have been an option for me!

- My WGQS classes have been extremely interesting, insightful, and thought provoking. They have helped me make sense of the society we live in and how we can improve it. I think a WGQS major would be a great path for anyone wanting to bring inclusive change to our world.

It is worth noting that, because student survey data is generated from students who have self-selected into the Queer Studies and/or Women's and Gender Studies minor and/or a WGQS-prefix GE class, the survey responses could reflect some selection bias in favor of a WGQS major. However, we surveyed both WGQS minors and GE students to ensure that we solicited input from students across existing degree programs at Cal Poly. The feedback provided indicates that, while WGQS minors are generally more interested in and supportive of a BA program in WGQS at Cal Poly, they are not alone in their support. In addition, although some of the surveyed students are not interested in WGQS beyond enrolling in an occasional class in the department, a significant percentage of students surveyed do think that, even if they would not major in WGQS themselves, a WGQS major would be a meaningful and beneficial addition to Cal Poly's current undergraduate degree programs.

Taken together, our various student demand data sources demonstrate that, although a new major in WGQS at Cal Poly would likely be small, it would also be successful, and it would provide important opportunities for not only students who enroll in it but also students across the college and university.

- Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to ensure all prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to ensure a diverse and qualified candidate pool.

Response:

Given WGQS commitments to diversity, equity, and social justice, issues of diversity and access have been central to planning the proposed WGQS major at Cal Poly. The curriculum foregrounds these topics, throughout both the required and elective coursework and at both the lower- and upper-division, with emphases on historical and contemporary intersectional work in WGQS as well as feminist/queer transnational studies and disability studies. In addition, the WGQS Department has already made disability access a focus of our current and ongoing instructional efforts, with many instructors having completed the Creating Accessible Course Materials and Inclusive Course Design: Implementing the UDL Guidelines workshops run by Cal Poly's Center for Teaching, Learning, and Technology (CTLT). Focused as they are on accessible teaching and learning, these workshops have resulted in many WGQS instructors incorporating accessibility tools and skills into their WGQS courses. The current WGQS Department Chair also completed the Mental Health First Aid training program (CSU Department Chairs' Session,

Cohort 5) in Spring 2023, further signaling departmental engagements that support both diversity and access.³²

Relatedly, to ensure all prospective candidates have equitable access to the program, we have designed the WGQS major to be ADT-eligible and, as noted in Section 4I above, are projecting community college articulation with at least two of our lower-division courses via C-ID numbers, with additional course-by-course articulations across numerous California community colleges also very likely. In addition, WGQS does not have any high DFW rate classes in the major (or the department more generally), and the overall flexibility in the major curriculum as proposed (with a significant number of free electives) will help students maintain progress to on-time graduation. We will also continue offering WGQS classes in summer session (along with intersession, assuming it is available once Cal Poly transitions to the semester calendar), in order to provide as many additional opportunities as possible for students to take classes that will ensure on-time graduation from the WGQS major.

We will also continue our current and ongoing efforts to facilitate low- to no-cost course materials in WGQS classes throughout our curriculum. In particular, we will continue working closely with Kennedy Library to increase Cal Poly's electronic holdings of open access materials relevant to WGQS teaching. We will also continue making use of the [Poly Access](#) program to whatever extent possible in courses that do require students to purchase course materials (we already have a strong partnership for Poly Access materials with Oxford University Press, and we will explore similar partnerships with other publishers as needed). In addition, the WGQS Department will continue to encourage instructors to participate in workshops held by Cal Poly's Center for Teaching and Learning (CTLT) focused on equity and accessibility for students, so that instructors continue to incorporate skills and strategies from these workshops into WGQS teaching.

To explore additional possible strategies that would ensure equitable access for all students interested in the proposed WGQS major at Cal Poly, two faculty members who are currently projected to teach in the WGQS major (Elizabeth Adan and Steven Ruszczycky) attended the 2024 LGBTQIA2S+ Student Success Symposium organized by the CSU Student Success Network in March 2024. Some key takeaways from the symposium that will likely shape early implementation of the WGQS major at Cal Poly include exploring ways that the major can contribute to efforts at centering LGBTQIA2S+ students in anti-racism work on campus.

We will also explore possible partnerships with units in Student Affairs that promote opportunities and provide resources to support equitable access for student communities that have especially low matriculation rates at Cal Poly, including [Guardian Scholars](#) (for former foster youth) and [Students with Dependents](#). We are also interested in building information

³² For an overview of this program as provided to CSU Chairs and faculty, see Hazel Kelly, "First Responders for Mental Health Challenges," CSU System News, 5/26/2021, <https://www.calstate.edu/csu-system/news/Pages/mental-health-first-aid-faculty-2021.aspx>, accessed 6/12/2024.

about various financial assistance opportunities available to students (e.g., [Access, Community, and Equity \[ACE\] Program](#); [Cal Fresh](#); [CLA Underrepresented Students Network](#)) into our department programming for and communications with prospective, incoming, and/or continuing students in the WGQS major.

And, once the WGQS major is approved (though ideally before we admit our first cohort of students), the WGQS Department will participate in CLA and/or campus recruitment efforts that maximize accessibility and/or are aimed at students of color and/or low-income students (e.g., PolyCultural Weekend; Cal Poly United by Excellence event). We are especially interested in recruitment efforts designed to grow numbers of Pell Grant- and/or Cal Grant-eligible students at Cal Poly. We also hope to build community college transfer relationships, not only between the WGQS Department at Cal Poly and our two local community colleges (Allan Hancock and Cuesta Colleges), but also between WGQS and additional California community colleges that offer an AA degree in WGQS in addition to the ADT option.³³

What is more, the approval of a major in WGQS at Cal Poly might also create opportunities for exploring and/or designing new or expanded recruitment efforts aimed at LGBTQIA2S+ students and/or students with disabilities. With regard to the latter, our WGQS major, as proposed, requires at least one course on disability justice, WGQS 3320, with at least one additional elective option focused on disability studies, ISLA/WGQS 3360. (Our list of electives might also expand to include additional courses focused on disability in future years.) These possible new or expanded student recruitment opportunities might focus on LGBTQIA2S+ students and/or students with disabilities interested in a WGQS major at Cal Poly as either their sole major or paired with a second field of study as a double major.

- c. For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

Response: Not applicable

- d. Describe professional uses of the proposed degree program.

Response:

As noted in Section 5e above, a WGQS degree has a range of possible professional uses. In particular, based on our above analysis of US Department of Labor and State of California Employment Development Department (EDD) data, we are projecting that graduates of the proposed WGQS major at Cal Poly will pursue career opportunities in education, the law, social work and community engagement, and some healthcare professions, as well as in nonprofit organizations, likely with management opportunities after entering one of these career fields.

³³ For instance, Monterey Peninsula College offers an AA degree in Gender and Women's Studies; City College of San Francisco and Fresno City College both offer AA degrees in Women's and Gender Studies; City College of San Francisco and Sierra College both offer an AA degree in Gay, Bisexual, and Transgender Studies; and West Valley College offers an AA degree in Women, Gender, and Queer Studies.

Representative examples of professional uses of the proposed BA in WGQS at Cal Poly include the following (some of these are also listed in Section 5e above):

- Education
 - Curriculum development specialist
 - Diversity educator
 - College professor specializing in WGQS
 - Middle school literacy specialist
- The law
 - Lawyer or paralegal specializing in civil rights
 - College/university counsel
 - Nonprofit counsel or legal associate
- Social work and community engagement
 - Sexual assault survivor advocate
 - State, county, or city government employee working in youth programs
 - Field representative for state assemblymember
 - Housing advocate focused on gender-affirming/inclusive housing needs
- Healthcare professions
 - Doctor, nurse, or physician’s assistant specializing in gender-affirming care
 - Healthcare educator focused on pregnancy, birthing, and/or early childhood health
 - Public health investigator focused on “gender-responsive health service provisions and delivery” and “gender equality, human rights and health equity” in global/transnational contexts³⁴
- Nonprofit organizations
 - Fundraiser for nonprofit focused on gender-based violence prevention and education
 - Administrator for nonprofit focused on reproductive justice
 - Special projects coordinator at Public Education Foundation
 - Research analyst for an HIV/AIDS policy nonprofit

These projections are further supported by various research studies that explore professions and careers pursued by WGQS graduates.³⁵ In particular, these studies have found that WGQS graduates use their degrees across many different professional fields, the highest numbers in fields such as the law, education, health professions, and nonprofit work.³⁶ Relatedly, these

³⁴ World Health Organization, “Gender and Health: WHO’s role,” https://www.who.int/health-topics/gender#tab=tab_2, accessed 6/13/2024.

³⁵ Berger and Radeloff; Luebke and Reilly. Specifically, Berger and Radeloff surveyed over 900 graduates via a survey conducted from 1995 to 2010, with some further updates to the survey findings published in 2022. Luebke and Reilly gathered information about professions and careers from 133 graduates in the early 1990s.

³⁶ Berger and Radeloff, see especially Introduction and Chapter Five.

studies also note that many WGQS graduates pursue advanced training after completing their undergraduate degrees, which might include professional training such as teaching credentials and advanced degrees in law, social work, public policy, and/or public administration.

Although the range of professional uses for a BA in WGQS can create challenges for students, perhaps especially in relation to pinpointing their individual career interests and focusing their career preparation, the WGQS Department will work closely with Career Services at Cal Poly to develop career-minded and profession-focused modules for instructors to incorporate into one or more of the required courses in the major (e.g., WGQS 1101; WGQS 3305; WGQS 4401; WGQS 4460), to provide students with early and sustained opportunities for individual career consideration and engagement throughout their degree studies (as also discussed in Section 5e above). Relatedly, as also noted above, we are incorporating a 2-unit career and leadership-focused course (WGQS 3000) as a requirement for all students in the BA program. In addition, and similar to many other undergraduate programs in the College of Liberal Arts, the WGQS Department will collaborate with Cal Poly's Career Services to develop extracurricular workshops designed for WGQS majors that address ways to translate WGQS learning objectives to career-ready skills and professional experiences. These workshops might include career discussions with some of the professionals from local community organizations and agencies with whom we have consulted on the proposed degree program (as indicated in Section 5d above).

With these latter efforts in mind, the range of professional uses for a BA in WGQS will ultimately serve as a strength of the program, because it will prepare students for success in diverse professional pathways and will provide graduates with the potential for career flexibility in a frequently and rapidly changing world.

- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

The projected figures in the table below are based on consideration of several sources: community participation (Section 5.d), federal and state workforce projections (Section 5.e), recent enrollment figures from similar CSU programs (Section 6.a), recent enrollment figures from other similarly designed Cal Poly CLA programs (Section 6.a), and the results of a 2022 student survey (Section 6.a).

	At Initiation (2027-28)	After 3 Years (2029-30)	After 5 Years (2031-32)
Number of Majors (Annual)	7-10	10-12	12-15
Number of Graduates (Cumulative)		12-20*	25-35

* Note: this projection assumes that a small number of incoming transfer students enroll starting at initiation, and a small additional number of existing Cal Poly students add WGQS as a double major or seek a change of major at and/or after initiation.

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

7. Existing Support Resources for the Proposed Degree Program

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. **Note:** For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

Response:

Faculty name	Rank and appointment status	Degree	Professional experience	Affiliations with other campus programs
Elizabeth Adan	Professor (tenured)	Ph.D., 2006, Contemporary Art, Religion, and Cultural Analysis (individualized course of study), with a Doctoral Emphasis in Women's Studies	20+ years of teaching experience across the arts, humanities, and WGQS (including experience prior to arrival at Cal Poly), including curriculum and program development and service as WGQS (then WGS) Curriculum Committee Co-Chair/Chair and 5+ years as WGQS Department Chair	ISLA Department
Alexia Arani	Assistant Professor (tenure-track)	Ph.D., 2022, Anthropology, with Critical Gender Studies specialization	3+ years of teaching experience in WGQS (including experience prior to arrival at Cal Poly), including curriculum development and service in WGQS	N/A

Faculty name	Rank and appointment status	Degree	Professional experience	Affiliations with other campus programs
Ednie Garrison	Lecturer (part-time; 12.12 appointment)	Ph.D., 2000, American Studies	28 years of teaching experience in WGQS (including experience prior to arrival at Cal Poly), including curriculum development and service in WGQS	N/A
Ruth Kalin	Lecturer (part-time; 12.13 appointment)	MA, 2002, Communication Studies	12+ years of teaching experience in WGQS	Communication Studies Department
Christina Kaviani	Lecturer (part-time; 12.3 appointment)	Ph.D., 2019, Human Development	5+ years of teaching experience in WGQS, with 14+ years of experience in WGQS-focused advocacy, including concurrent work in teaching and local community organizations	Communication Studies Department
Elizabeth Lamoree	Lecturer (part-time; 12.12 appointment)	Ph.D., 2012, History	Nearly 15 years of teaching experience in WGQS (including experience prior to arrival at Cal Poly), including curriculum development and service in WGQS	Ethnic Studies Department
Jane Lehr	Professor (tenured)	Ph.D., 2006, Science and Technology Studies and Women's Studies	17+ years of teaching experience across ES, WGQS, and related fields, including curriculum and program development, service as WGQS Curriculum	Ethnic Studies Department; College of Liberal Arts; Division of Research

Faculty name	Rank and appointment status	Degree	Professional experience	Affiliations with other campus programs
			Committee Co-Chair, and 5 years as WGQS (then WGS) Department Chair	
Steven Ruszczky	Associate Professor (tenured)	Ph.D., 2014, English	Nearly 10 years of teaching experience in WGQS, including curriculum and program development	English Department
Emily Ryalls	Associate Professor (tenured)	Ph.D., 2011, Communication	10+ years of teaching experience in WGQS (including experience prior to arrival at Cal Poly), including curriculum development and service as WGQS Curriculum Committee Co-Chair/Chair	ISLA Department

b. Describe facilities that would be used in support of the proposed program.

Response:

The WGQS Department currently has assigned facilities (specifically, a department office with a staff workstation and 2 faculty offices, along with assigned work areas in 2 part-time lecturer offices) to support the Department Chair, our dedicated tenure-line faculty member, our ASC-I staff member, and three part-time lecturers (note other faculty listed above also have offices, but they are assigned through other departments). Additional facilities accessed by the WGQS Department that would be used to support the proposed program are university-controlled classrooms used for WGQS teaching and learning. These classrooms are requested and assigned via a term-by-term class scheduling process. Although classroom space is in especially high demand at Cal Poly, we are confident that we will continue to secure classroom assignments as needed to support both the initiation and the subsequent implementation of the BA program in WGQS. (Please consult Appendix G: CLA Physical Space Assessment memorandum.)

- c. Provide evidence that the institution offers adequate access to both electronic and physical library and learning resources.

Response:

Kennedy Library resources: <https://lib.calpoly.edu/>

Via Cal Poly's Kennedy Library, the campus currently subscribes to a number of specialized academic materials, in the form of online databases, and provides information resources relevant to WGQS as follows:

- Gale Primary Source database: Archives of Sexuality and Gender
- Gale Primary Source database: Women's Studies Archive
- GenderWatch online database
- HeinOnline Civil Rights and Social Justice online database
- Latin American Women Writers primary source online database
- LGBT Thought and Culture primary source online database
- Routledge History of Feminism online database
- Women and Social Movements in the United States, 1600-2000 online database
- Women's Studies Archive: Voice and Vision primary source online database
- Women's Studies Research Source primary source online database
- Duke University Press e-book access (Duke publishes extensively in WGQS)
- EBSCO eBooks focused on LGBTQIA+ topics (purchasing initiated in support of the Queer Studies Minor)
- Ongoing Kennedy Library consultation with WGQS faculty about eBook purchases of new titles in WGQS

The library also provides access to a large number of journals that are central to WGQS; the list is too extensive to provide in full but includes examples such as *Feminist Formations*; *Feminist Media Studies*; *Feminist Studies*; *Frontiers: A Journal of Women's Studies*; *GLQ: A Journal of Lesbian and Gay Studies*; *Journal of International Women's Studies*; *Men and Masculinities*; *Meridians*; *Sexualities*; *Signs: Journal of Women in Culture and Society*; *Transgender Studies Quarterly*; *Visual Culture & Gender*; *Women, Gender, and Families of Color*; and *Women's Studies Quarterly*.

Please also consult the memorandum of support provided by CLA Librarian Brett Bodemer in Appendix H.

- d. Describe available academic technology, equipment, and other specialized materials.

Response:

The WGQS Department has the following academic technology and equipment currently available:

- 4 laptop computers actively in use as faculty/staff workstations (3 Mac; 1 Dell)
- 1 desktop computer actively in use as staff workstation (Mac)

- 3 laptop computers available for checkout (2 Mac; 1 Dell)
- 1 iPad (currently checked out to a faculty member)
- 4 external monitors actively in use
- 1 docking station
- Additional computer peripherals (e.g., USB-C adapters; portable document scanner)

Relatedly, the WGQS Department has access to standard academic technology and equipment (e.g., devices and software needed for classroom teaching and learning as well as research needs) via the College of Liberal Arts and/or the university. For instance, the faculty/staff workstations listed above have been provided by the CLA (sometimes with partial funding contributed via the WGQS Operating and Expenses, or O+E, budget), and most university-controlled classrooms are equipped with projection technologies needed for teaching and learning. In addition, the university provides campus-wide licenses for most common software programs used by students, staff, and faculty in the WGQS Department.

The WGQS Department also has a small, internal library of specialized academic materials, mostly in the form of hard copy books, used to support teaching and funded out of our O+E budget, purchased in consultation with WGQS faculty based on their teaching needs.

8. Additional Support Resources Required

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

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

Response:

At the time of this writing (Fall 2025), the WGQS Department includes two tenure-line faculty: a full-time Department Chair faculty member (academic-year appointment) and one full-time tenure-track faculty member, which together total 1.47 Full-Time Equivalent (FTE) faculty members, along with one full-time, eleven-month ASC-I staff member. WGQS also includes between seven and eight part-time lecturers who teach annually for the department and whose combined teaching assignments calculate at 3.30 FTEs. Taken together, the tenure-line and part-time lecturer appointments in WGQS **total 4.77 FTEs**. In addition, there are two tenure-line faculty whose appointment is in another CLA department but who typically teach one to two WGQS classes per year as part of their home department teaching assignment. All of these existing faculty and staff members are of critical importance and will be central to the development and initial implementation of a new major in WGQS at Cal Poly. Note also that, for the 2025-26 academic year, the department has received some one-time funds to augment part-time lecturer teaching in certain high-demand classes and/or GE areas. As a result, for Fall 2025, WGQS teaching overall totals 5.13 FTEs, with a tenure density in the department of 37.8%.

Relatedly, in the earlier stages of the new degree proposal process, the CLA Dean committed resources to fund one new tenure-line faculty member in the WGQS Department by the program's start date, in order to ensure success of the new WGQS major beyond its initial development. CLA Dean Kate Murphy has also agreed to consider a second new tenure-line faculty hire contingent upon various factors (as noted in her letter of support, Appendix A). As of Fall 2025, the WGQS Department has been approved to hire one new tenure-track faculty member (with a projected start date of Fall 2026), meeting the CLA's existing initial commitment of additional resources to support the proposed BA program in WGQS.

This initial new hire will also help address unmet student demand for WGQS courses, which already exists across the department's GE offerings (which currently include lower-division classes in 1B, 3A, and 4A as well as upper-division GE in areas 2/5, 3, and 4, and will expand to include lower-division 4B starting in Fall 2026) and is otherwise likely to increase with the implementation of the new BA program in the department. In particular, based on the Course Waitlist Monitor for WGQS classes in the 2020-21, 2021-22, 2022-23, and 2023-24 academic years, we have current unmet student demand that averages 10-20% for the GE areas in which we have the highest number of existing course offerings and overall capacity (specifically, GE 4A, UD-3, and UD-4), and unmet student demand that averages at least 30% for GE areas where we have fewer existing course offerings and overall capacity (1B, 3A, and UD-2/5). (Note that WGQS has been offering our GE 1B [previously A3] class since Fall 2021 and our GE 3A [previously C1] class since Fall 2022). The new tenure-line hire in WGQS, currently projected as an Assistant Professor of Feminist/Queer Science and Technology Studies (STS), is especially likely to address existing and future student demand in GE areas UD-2/5 and UD-4, though possibly also in one or more lower-division GE areas depending on the new hire's specific background and expertise.

These projections are also supported by a recent report from the National Women's Studies Association, in which 244 WGQS/WGSS/WGS departments, programs, and centers completed a nationwide data collection survey that included questions on staffing and enrollment trends at 4-year colleges and universities.³⁷ In the survey, 80% of the responding departments indicated that, over the past five years (at the time of the survey, which was initiated in February 2023), overall undergraduate enrollments in their classes were the same or increasing, with 81% of responding departments indicating the number of undergraduate minors in their programs had also stayed the same or increased and 67% of responding departments indicating the number of undergraduate majors had stayed the same or increased.³⁸

³⁷ Angela Clark-Taylor, Hannah Regan, and Ariella Rotramel, "Protecting Our Futures: Challenges and Strategies for Women's, Gender, and Sexuality Studies," NWSA, April 4, 2024.

³⁸ The 2024 NWSA report describes several factors that contribute to the discrepancy in these percentages (e.g., only 67% of respondents note a maintenance of or increase in the number of major in their programs over 5 years, compared to higher percentages of respondents noting the same for the number of their minors and students enrolled overall). Most notable among these factors is the significant and sustained increase in public attacks against DEI efforts and programs in higher education

Relatedly, we do not anticipate requiring any additional staff members to support our new major, though we might explore moving from an 11-month to a 12-month time base for our existing ASC position if, during the major's initial two years, the increase in ASC workload merits such a change and if resources are available to support the increased time base.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

Response:

In conjunction with making one to two additional tenure-track faculty hires in WGQS, the department would need office space for each of these new faculty members. These matters have also been reviewed and approved by CLA Dean Kate Murphy, as per Appendix A. Beyond these projections, we do not anticipate requiring any additional space and/or any special facilities on campus to support a new WGQS major.

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Response:

Not applicable, per the report provided in Section 7c above, though we will continue to collaborate with Kennedy Library to ensure that Cal Poly students, staff, and faculty have access to relevant and up-to-date library resources in WGQS.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

Response:

Given existing resources described in Section 7 above, we project that the only additional academic technology, equipment, or specialized materials that will be required to implement the program will be a new faculty workstation for the one new tenure-line faculty member we anticipate hiring (as discussed in Section 8a above). If we were to receive an additional new hire, we would also need a new faculty workstation for such a hire.

These needs would be part of the standard new hire package provided by the College of Liberal Arts, meaning they would be necessarily accounted for and prioritized when a hire is (or hires

(and education more generally) in recent years, which has resulted in legislation in some states that undermines and/or defunds WGQS and related programs, departments, and/or centers at some colleges and universities, with the most direct and sustained negative impacts on major programs. See Clark-Taylor, Regan, and Rotramel.

are) approved by the college. As needed, via our O+E budget, the WGQS Department would provide any costs associated with a faculty workstation purchase (or purchases) in excess of the standard cost allowances covered by the college, and these would be a top priority in departmental expenditures.

If a new hire were to require additional, more specialized academic technology and/or equipment (which is not common in WGQS as a discipline, but certainly could occur), such needs—and their expenses—could be addressed at the time of hire (e.g., via negotiated startup funds) and/or after their hire (e.g., via the CLA's annual equipment purchasing request, which provides one-time funds to departments to purchase various technology and equipment needs each academic year, on a case-by-case approval basis). If the WGQS Department were to submit a CLA equipment request to request funds for academic technology or equipment for faculty, we would designate any such requests as our highest priority.

For specialized materials, the WGQS Department anticipates that we will continue to add to our internal library of specialized academic materials such as hard copy books as an annual expenditure from our O+E budget, and a new hire (or hires) would be consulted on these types of needs. We anticipate continuing these kinds of purchases both up to and during initial implementation of the program, as well as during the first two years after initiation. Such needs would also be a high-priority expenditure for the department out of our existing budget.

9. Self-Support Programs

SECTION IS NOT APPLICABLE

Submit completed proposal packages to:

degrees@calstate.edu

Academic Programs, Innovation and Faculty Development
CSU Office of the Chancellor
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

Contact Us

Academic Programs, Innovation and Faculty Development

Brent M. Foster, Ph.D.

Assistant Vice Chancellor and State University Dean, Academic Programs

Phone (562) 951-4149

bfoster@calstate.edu

Academic Programs, Innovation and Faculty Development is on the Web:

<http://www.calstate.edu/APP/>

Extended Education (Professional and International Education)

Mr. Leo Van Cleve

Assistant Vice Chancellor, Professional and International Education

Phone (562) 951-4790

lvanceve@calstate.edu



1/9/26

Re: New Degree Proposal for the Bachelor of Arts in Women's, Gender, and Queer Studies (WGQS)

Dear Proposal Reviewers,

I am pleased to offer my enthusiastic support for the proposed new Bachelor of Arts in Women's, Gender, and Queer Studies (WGQS).

Rooted in the College of Liberal Arts' mission and vision—which values both disciplinary and interdisciplinary inquiry that empowers graduates to critically engage with the complexities of local and global communities—the proposed 120-semester-credit Bachelor of Arts in WGQS complements existing programs focused on human experience and expression, while also diversifying and enriching Cal Poly's broader polytechnic environment. Students in this major will examine how gender and sexuality are central to human societies and individual lives through intersectional modes of inquiry. Further, the proposed WGQS major integrates transnational feminist and queer studies as well as Critical Disability Studies, which together distinguish the program from existing majors in the college and are key to the program's antiracist intersectional approach to studying gender and sexuality. The focus on Critical Disability Studies will also make the new program distinctive among similar programs offered throughout the CSU.

The Bachelor of Arts in Women's, Gender, and Queer Studies (WGQS) was approved by the CSU Board of Trustees and added to our Campus Academic Plan on 9/13/2023. Since that time, the faculty have developed a robust and interdisciplinary major that emphasizes Cal Poly's signature Learn by Doing pedagogy, with experiential learning both inside and beyond the classroom. In particular, the curriculum provides students with opportunities to expand and reflect upon current understandings and lived experiences of gender and sexuality while developing concrete skills and strategies focused on creating a more inclusive and just world.

The curriculum intentionally incorporates career preparation, in part through WGQS-specific internship opportunities and service-learning partnerships with local agencies, many of which will also inform students' senior projects. At the completion of the proposed BA in WGQS, graduates will be well prepared to enter careers in a wide range of fields, including education, healthcare, law, politics, government, nonprofits, and cultural production. The program thus aligns with, supports, and enhances our campus mission, values, and strategic priorities, and will not impede the successful operation and growth of existing academic programs.

The proposed BA in WGQS has been thoughtfully designed to maximize existing WGQS departmental resources while providing both first-year and transfer students flexible and timely pathways to degree completion. Planning for the proposed BA has also taken into consideration ongoing unmet demand for WGQS courses, as reflected in waitlist data for the department's GE course offerings. Yet the department remains small, with currently five tenure-line faculty teaching WGQS courses, but only one with a dedicated tenure line in WGQS. To support the new program and help meet persistent GE course

demand, the College of Liberal Arts committed to fund one new tenure-line faculty position in WGQS by or before the program's launch (currently projected for Fall 2027), and, in Fall 2025, the department was approved to hire a new faculty member with an expected Fall 2026 start date.

The College of Liberal Arts has also agreed to consider the possibility of an additional tenure-line faculty hire utilizing resources already available within the college after the program launches, contingent upon two factors: WGQS averaging 40 active majors (including double majors), and the availability of sufficient CLA budgetary resources. The WGQS Department has access to other necessary resources such as faculty and staff offices, classroom space, library access, and technology and equipment to meet the demands of the proposed major.

A BA in WGQS at Cal Poly will provide students with the powerful learning opportunities unique to our polytechnic campus, and it will expand the college's and university's impressive roster of undergraduate degree programs that prepare graduates to address and intervene in real-world problems throughout society and across industries and communities, locally, in the United States, and around the world.

Sincerely,



Kate Murphy
Dean, College of Liberal Arts
California Polytechnic State University

From: John Hausaman <jhausaman@wscuc.org>
Date: Thursday, November 30, 2023 at 7:05 AM
To: Andrew D. Morris <admorris@calpoly.edu>
Subject: Substantive Change Screening Determination: No further review of program needed



Dear ALO:

Thank you for submitting the Substantive Change Screening form. Following a review of the information submitted, it has been determined that no substantive change review will be necessary for the proposed program.

Program Implementation Notification Required

You are required to confirm implementation of the program in order for the program or location to be listed on the WSCUC website for purposes of financial aid eligibility verification by the U.S. Department of Education.

Login to the [Accreditation Management Portal](#) and the Women's, Gender, and Queer Studies as Active within 30 days of implementation. Failure to report implementation may result in the suspension of financial aid eligibility for enrolled students.

CONFIDENTIAL COMMUNICATIONS: This email and any files transmitted with it are intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination or other use of, or taking any action in reliance upon this information by persons or entities other than the intended recipient is strictly prohibited. If you received this message in error, please contact the sender at the WASC Senior College and

University Commission immediately and delete the material.



Appendix D. WGQS Course Descriptions

Cal Poly, San Luis Obispo

List of course titles, descriptions, prerequisites, and related curricular details for all classes included in the proposed major curriculum.

Note all content is taken from either the 2026-28 Cal Poly Catalog or draft course proposals (as of April 2026).

WGQS 1101: Introduction to Women's, Gender, and Queer Studies (3 units)

Introduction to key terms and debates central to Women's, Gender, and Queer Studies as a field of inquiry/engagement. Introduction to intersectionality, WGQS in global/transnational contexts, WGQS understandings of structural/systemic inequities, WGQS approaches to activism, coalition building, and social change. Course may be offered in classroom-based, online, or hybrid format. 3 lectures. Fulfills GE Area 4B (GE Area D2 for students on the 2020-26 catalogs).

WGQS 1145: Reasoning, Argumentation, and Writing on Gender and Sexuality (3 units)

Principles of reasoning in argumentation. Examination of rhetorical principles and responsible rhetorical behavior. Application of these principles to written and oral communication. Effective use of research methods and sources, all in relation to WGQS topics. Course may be offered in classroom-based, online, or hybrid format. 3 lectures. Fulfills GE Area 1B with a grade of C- or better (GE Area A3 for students on the 2020-26 catalogs). Formerly WGQS 145.

WGQS 2201: Gender and Sexuality in US Society and Politics (3 units)

Survey and exploration, via intersectional frameworks, of the ways that gender and sexuality have impacted, and been impacted by, US society and politics, from the formation of the US as a settler colonial nation-state into the present day. Course may be offered in classroom-based, online, or hybrid format. 3 lectures. Crosslisted as HNRS/WGQS 2201. Fulfills GE Area 4A (GE Area D1 for students on the 2020-26 catalogs) and USCP. Formerly HNRS 204/WGQS 201.

WGQS 2270: Special Topics

Directed group study of special topics. The Class Schedule will list topic selected. Repeatable up to 6 units. Course may be offered in classroom-based, online, or hybrid format. 1 to 3 lectures. Formerly WGS/WGQS 270.

WGQS 2301: Gender and Sexuality in Visual and Popular Culture (3 units)

Survey and exploration of key developments in visual and popular culture, considered through the lenses of intersectional approaches to gender and sexuality, and examined across multiple mediums and practices including: visual art, film, television, performance, mass media and/or material culture. Course may be offered in classroom-based, online, or

hybrid format. 3 lectures. Crosslisted as HNRS/WGQS 2301. Fulfills GE Area 3A (GE Area C1 for students on the 2020-26 catalogs). Formerly HNRS/WGQS 210.

WGQS 2401: Sexuality Studies (3 units)

Introduction to sexuality in cultural/historical contexts. Changing definitions of human sexuality, cultural/social regimes that control and create sexuality, contemporary issues of sexual orientation and sexuality in relation to gender and race. Course may be offered in classroom-based, online, or hybrid format. 3 lectures. Crosslisted as HNRS/WGQS 2401. Fulfills GE Area 4B (GE Area D2 for students on the 2020-26 catalogs).

WGQS 3000: Career and Leadership Proseminar (2 units)

Career and leadership development and preparation for WGQS majors and minors. Consideration and exploration of various professional pathways and leadership opportunities for WGQS majors and minors. Course may be offered in classroom-based, online, or hybrid format. 2 seminars.

WGQS 3301: Contemporary Issues in Women's and Gender Studies (3 units)

Contemporary issues in Women's and Gender Studies with an emphasis on the relationships between constructions, experiences and expressions of gender and interlocking systems of sexuality, race, ethnicity, religion, class, nation, age, disability, and size in local, national, and transnational contexts. The Class Schedule will list subtitle selected. Repeatable up to 6 units. Course may be offered in classroom-based, online, or hybrid format. 3 lectures. Fulfills GE Upper-Division 4 (GE Area Upper-Division D for students on the 2020-26 catalogs) and USCP. Formerly WGQS 301.

WGQS 3302: Contemporary Issues in Queer Studies (3 units)

Exploration of contemporary issues as addressed within the interdisciplinary field of Queer Studies, with an emphasis on the relationships between constructions, experiences and expressions of sexuality and interlocking systems of race, ethnicity, religion, class, nation, age, disability and gender in local, national, and transnational contexts. The Class Schedule will list subtitle selected. Repeatable up to 6 units. Course may be offered in classroom-based, online, or hybrid format. 3 lectures. Fulfills GE Upper-Division 4 (GE Area Upper-Division D for students on the 2020-26 catalogs) and USCP. Formerly WGQS 302.

WGQS 3305: Feminist/Queer Methodologies (3 units)

Examines feminist and queer critiques of established methodologies in humanities, social sciences, and natural sciences disciplines and explores and engages with feminist and queer methodologies developed both across disciplines and within WGQS. Course may be offered in classroom-based, online, or hybrid format. 3 seminars. Formerly WGQS 305.

SOC/WGQS 3311: Sociology of Gender and Sexuality (4 units)

Analysis of social constructions of sex, gender, sexuality. Explores how gender stereotypes are created and reproduced. Focus on media representations, intersections of gender, race, class, and sexuality. Effects on individuals and structures of work, education, family,

and abusive relationships. Course may be offered in classroom-based, online, or hybrid format. 4 lectures. Crosslisted as SOC/WGQS 3311. Formerly SOC/WGQS 311.

WGQS 3320: Disability Justice: Intersectional Activisms (3 units)

Analyzes social constructions of disability and its intersections with race, gender, class, sexuality, and nation. Interrogates structural and systemic production and stigmatization of chronic illness, disability, and debility, and explores how impacted communities respond through activism. Course may be offered in classroom-based, online, or hybrid format. 3 lectures.

PSY/WGQS 3324: Psychology of Gender (4 units)

Exploration of psychological theories and research of individual, interpersonal, cultural, and sociopolitical influences on gender. A focus on intersectionality of gender with race/ethnicity, class, and sexuality. Consideration of implications for relationships, mental and physical health, and sexuality. Course may be offered in classroom-based, online, or hybrid format. 4 lectures. Crosslisted as PSY/WGQS 3324. Formerly PSY/WGQS 324.

WGQS 3325: Masculinity Studies (3 units)

Analysis of hegemonic and counter-hegemonic masculinities through a critical, interdisciplinary, and intersectional examination of the social construction of manhood in the U.S. Course may be offered in classroom-based, online, or hybrid format. 3 lectures. Fulfills GE Upper-Division 4 (GE Area Upper-Division D for students on the 2020-26 catalogs). Formerly WGQS 325.

ART/WGQS 3327: Intersectional Feminist Art Histories (3 units)

Intersectional feminist exploration of the role of women, gender, and sexuality in the visual arts and art history. In-depth focus on intersectional feminisms as they impact the study of the visual arts and art history. Course may be offered in classroom-based, online, or hybrid format. 3 seminars. Crosslisted as ART/WGQS 3327. Fulfills Upper-Division 3 (GE Area Upper-Division C for students on the 2020-26 catalogs) and USCP. Formerly ART/WGQS 375.

WGQS 3330: Feminist/Queer Transnational Studies (3 units)

Intersectional, interdisciplinary investigation of gender and sexuality in transnational contexts. Exploration of the ways that gender and sexuality shape, and are shaped by, colonialism, globalization, nation-building, development, migration, and human rights. Social justice organizing/movements around the world and transnational activism. Course may be offered in classroom-based, online, or hybrid format. 3 seminars. Fulfills GE Upper-Division 4 (GE Area Upper-Division D for students on the 2020-26 catalogs). Formerly WGQS 330.

ISLA/WGQS 3335: Feminist Studies of Whiteness in Popular Culture (3 units)

Feminist approaches to the analysis of representations of whiteness in contemporary media and considerations of the US cultural values these images illuminate. Course may

be offered in classroom-based, online, or hybrid format. 3 lectures. Crosslisted as ISLA/WGQS 3335. Fulfills GE Upper-Division 3 (GE Area Upper-Division C for students on the 2020-26 catalogs). Formerly ISLA/WGS 335.

PHIL/WGQS 3336: Feminist Ethics, Gender, Sexuality, and Society (3 units)

Critical examination of the relations between gender, sexuality, ethnicity, society and ethics from feminist perspectives, with special attention paid to problems in contemporary applied ethics. Joint focus on theory and application. Course may be offered in classroom-based, online, or hybrid format. 3 lectures. Crosslisted as PHIL/WGQS 3336. Fulfills GE Upper-Division 3 (GE Area Upper-Division C for students on the 2020-26 catalogs); and USCP. Formerly PHIL/WGQS 336.

ES/WGQS 3345: Queer Ethnic Studies (4 units)

Theories, research, and methods focused on the interlocking systems of sexuality, race, racialization, and ethnicity in local, national and comparative global/transnational contexts. Relationships between racialization and heteronormativity. Queer of color critique, queer migration, decolonizing queer organizing, theory, and knowledge production. Course may be offered in classroom-based, online, or hybrid format. 4 lectures. Crosslisted as ES/WGQS 3345. Fulfills GE Upper-Division 4 (GE Area Upper-Division D for students on the 2020-26 catalogs); and USCP. Formerly ES/WGS 345.

ES/WGQS 3350: Gender/Race/Culture/Science/Technology (4 units)

Examines the complex relationships between gender, race, culture, science, and technology via intersectional quantitative and qualitative inquiry, centering the perspectives/contributions of historically marginalized people in the United States. Explores, evaluates, and develops proposals to create more diverse, equitable, ethical, humane science/technology. Course may be offered in classroom-based, online, or hybrid format. 3 lectures, 1 activity. Crosslisted as ES/HNRS/WGQS 3350. Fulfills GE Areas Upper-Division 2 or Upper-Division 5 (GE Area Upper-Division B for students on the 2020-26 catalogs) and USCP. Formerly ES 350/HNRS 353/WGQS 350.

ES/WGQS 3351: Gender, Race, Class Nation: Critical Computing and Engineering Studies (4 units)

Explores the new fields of Critical Computing and Engineering Studies. Relationships of engineering and computer science with the interlocking systems of gender, race, class, and nation. Coloniality, decoloniality, and development. Liberatory design futures in local, national, comparative transnational contexts. Course may be offered in classroom-based, online, or hybrid format. 4 lectures. Crosslisted as ES/WGQS 3351. Fulfills GE Upper-Division 4 (GE Area Upper-Division D for students on the 2020-26 catalogs). Formerly ES/WGQS 351.

ISLA/WGQS 3360: Feminist Studies of Disability in Popular Culture (3 units)

Feminist analysis of representations of disability in popular culture. Course may be offered in classroom-based, online, or hybrid format. 3 lectures. Crosslisted as ISLA/WGQS 3360.

Fulfills GE Upper-Division 3 (GE Area Upper-Division C for students on the 2020-26 catalogs).

RELS/WGQS 3370: Religion, Gender, and Society (3 units)

Critical examination of religious ideas and institutions in the United States. Focus on interlocking systems of sex, gender, race, class and religion; individual and group experiences at the intersection of religion, politics and culture. Course may be offered in classroom-based, online, or hybrid format. 3 lectures. Crosslisted as RELS/WGQS 3370. Fulfills GE Upper-Division 3 (GE Area Upper-Division C for students on the 2020-26 catalogs); and USCP. Formerly RELS/WGQS 370.

WGQS 3385: Porn Studies (4 units)

Provides an introduction to the interdisciplinary field of porn studies. Surveys queer and feminist frameworks devised for conceptualizing pornography and its relation to art, popular culture, and politics. 4 lectures. Fulfills Upper-Division 3 (GE Area Upper-Division C for students on the 2020-26 catalogs) and USCP.

WGQS 4400: Special Problems for Advanced Undergraduates (1-3 units)

Individual investigation, research studies, or surveys of selected problems. Repeatable up to 6 units. Formerly WGQS 400.

WGQS 4401: Seminar in Women's, Gender, and Queer Studies (3 units)

Intensive study of a selected theme in Women's, Gender, and Queer Studies, with an emphasis on the relationships between constructions, experiences and expressions of gender, sexuality, and interlocking systems of race, ethnicity, religion, class, nation, age, and disability in local, national, and transnational contexts. The Class Schedule will list subtitle selected. Repeatable up to 6 units. Course may be offered in classroom-based, online, or hybrid format. 3 seminars. Formerly WGQS 401.

POLS/WGQS 4417: Feminist Legal Theory (3 units)

Different approaches to United States feminist legal theory and topics in gender and U.S. law. Concepts covered include employment, domestic violence, sexual harassment, reproductive justice, sex work, rape, and welfare reform. Course may be offered in classroom-based, online, or hybrid format. 3 seminars. Crosslisted as POLS/WGQS 4417. Formerly POLS/WGQS 417.

HIST/WGQS 4421: The History of Prostitution (4 units)

Comparative history of prostitution from antiquity to the present. Analysis of prostitution from social, cultural, political, gendered and economic perspectives. Course may be offered in classroom-based, online, or hybrid format. 4 lectures. Crosslisted as HIST/WGQS 4421. Formerly HIST/WGQS 421.

SOC/WGQS 4423: Gender and Work (4 units)

Relationship between social institutions of gender and work. Extent, causes, and intersectional nature of workplace gender inequality. Individual, organizational, and social strategies to create more egalitarian organizations and challenge gender and work norms and underlying assumptions. Course may be offered in classroom-based, online, or hybrid format. 4 lectures. Crosslisted as SOC/WGQS 4423. Fulfills USCP. Formerly SOC/WGQS 423.

HIST/WGQS 4434: US Women's and Gender History to 1877 (4 units)

Histories of ideologies and experiences of gender and sexuality from colonial period through the United States Civil War. Engagement with various sources to explore and understand histories of gender and sexuality as they reflect and shape United States culture and society. Course may be offered in classroom-based, online, or hybrid format. 4 seminars. Crosslisted as HIST/WGQS 4434. Formerly HIST/WGQS 434.

HIST/WGQS 4435: US Women's and Gender History since 1877 (4 units)

Histories of ideologies and experiences of gender and sexuality in the United States from 1877 to the present. Intersectional exploration of how historical transformations of gender roles and sexuality shape, and are shaped by, significant changes in United States culture and society. Course may be offered in classroom-based, online, or hybrid format. 4 seminars. Crosslisted as HIST/WGQS 4435.

WGQS 4450: Feminist Theory (4 units)

Advanced critical examination of past and present themes in feminist theory. Focuses on how intersections of gender, sexuality, race/ethnicity, class, and disability shape lived experience, embodiment, social relations, and social systems, animated by Black feminisms's commitment to liberatory theory. Course may be offered in classroom-based, online, or hybrid format. 4 seminars. Fulfills USCP. Formerly WGQS 450.

WGQS 4455: Queer Theory (4 units)

Philosophical foundations, intellectual history, and current directions of queer theory, understood as the critical study of sexuality. Intersections among sexuality and other material and discursive systems, including race, ethnicity, class, disability, and nationality. Course may be offered in classroom-based, online, or hybrid format. 4 seminars. Formerly WGQS 455.

POLS/WGQS 4457: US Reproductive Politics (3 units)

Multi-disciplinary approach to the study of the law and politics of reproduction in the United States. Histories of reproductive regulation, abortion law and politics, technology and fertility, and social policy and reproductive control. Course may be offered in classroom-based, online, or hybrid format. 3 seminars. Crosslisted as POLS/WGQS 4457. Formerly POLS/WGQS 457.

HIST/WGQS 4458: Gender and Sexuality in Modern Europe (4 units)

ocial, economic, political, and cultural effects of changing gender systems in modern Europe, particularly but not exclusively with regard to sex and sexuality. 4 lectures. Crosslisted as HIST/WGQS 4458. Formerly HIST/WGQS 458.

WGQS 4460: Senior Project (4 units)

Completion of a capstone project in WGQS under faculty supervision. Course may be offered in classroom-based, online, or hybrid format. 4 seminars.

WGQS 4467: Women's, Gender & Queer Studies Internship (1-3 units)

Supervised work experience in approved agency. Intern subject to the duties/responsibilities of employees engaged in comparable work. Focus on gender, sexuality, independent utilization of WGQS concepts. Repeatable up to 6 units. Credit/No Credit grading only. Formerly WGQS 467.

WGQS 4470: Advanced Special Topics (1-3 units)

Directed group study of special topics for advanced students. The Class Schedule will list topic selected. Repeatable up to 6 units. Course may be offered in classroom-based, online, or hybrid format. 1 to 3 lectures. Formerly WGQS 470.

WGQS Major Proposal – Comprehensive Assessment Plan

NOTES:

- In column D, courses named assess both PLO and SLO indicated in each row.
- In columns D through K, assessment mapping from each course listed addresses both PLOs in column B and SLOs in column C. However, given Cal Poly’s assessment focus on PLOs rather than SLOs, we have included classes in column D that especially map to the relevant PLO.

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
1: Think critically and creatively	1: Students will identify and explain foundational and contemporary research and theoretical literature in the interdisciplinary field of Women’s, Gender, and Queer Studies	1: Identify, define, and evaluate key terms, debates, and methodologies in Women’s, Gender, and Queer Studies	1101 3305 3320 3330 4401 4450 4455 4460	Quizzes; Canvas discussion forum posts and replies; individual and/or group projects; individual and/or group presentations; papers; and/or exams	One or more category specific to WGQS PLO assessment in Canvas grading rubrics; rubric will identify when mastery of LO is achieved by scoring at “Excellent” or “Mastery” rating or an equivalent numeric score (e.g., 4 or	Y1 of 5-year program review cycle	Percentage and/or number of WGQS majors who meet or exceed minimum achievement of PLO as indicated by rubric	Curriculum/ Assessment Chair and/or Department Chair to collect, with Curriculum/ Assessment Committee input on analysis and interpretation	Fall semester following data collection	Share Curriculum/ Assessment Committee analysis and interpretation with WGQS faculty to collaboratively develop relevant strategies, which might include revising course readings and/or assessment methods

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
					higher on a 5-point scale).					
2: Communicate effectively	2: Students will define and summarize the ways that foundational and contemporary research and theoretical literature in the interdisciplinary field of Women’s, Gender, and Queer Studies draws upon and utilizes perspectives from the humanities, sciences, arts, and professions to expand existing and create new knowledge.	2: Summarize and explain the ways that gender and sexuality, in conjunction with race/ethnicity, disability, socioeconomic class status, age, size, religion, citizenship status, and/or location (among other matters), impact, and are impacted by, social, economic, political, legal, and cultural institutions in both US and global/transnational contexts	1101 3301 3302 3320 3330	Quizzes; Canvas discussion forum posts and replies; individual and/or group projects; individual and/or group presentations; papers; and/or exams	One or more category specific to WGQS PLO assessment in Canvas grading rubrics; rubric will identify when mastery of LO is achieved by scoring at “Excellent” or “Mastery” rating or an equivalent numeric score (e.g., 4 or higher on a 5-point scale)	Y1 of 5-year program review cycle	Percentage and/or number of WGQS majors who meet or exceed minimum achievement of PLO as indicated by rubric	Curriculum/ Assessment Chair and/or Department Chair to collect, with Curriculum/ Assessment Committee input on analysis and interpretation	Fall semester following data collection	Share Curriculum/ Assessment Committee analysis and interpretation with WGQS faculty to collaboratively develop relevant strategies, which might include revising course readings and/or assessment methods; as needed, might also consider curricular changes and/or revising order of PLO assessment in subsequent program review cycle

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
3: Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology	3: Students will review and analyze the historical and contemporary dynamics and impacts of cisheteronormativity, cisheteropatriarchy, and ableism, along with hegemonic whiteness in WGQS, with particular attention to the ways that norms and ideologies constitute and reproduce intersecting inequalities within local, regional, national, and transnational contexts	3: Compare, contrast, and analyze WGQS scholarship and activism as it has developed in historical and contemporary settings and in multiple locations around the world	1101 3301 3302 3320 3330 4401 4450 4455	Canvas discussion forum posts and replies; individual and/or group projects; individual and/or group presentations; papers; and/or exams	One or more category specific to WGQS PLO assessment in Canvas grading rubrics; rubric will identify when mastery of LO is achieved by scoring at “Excellent” or “Mastery” rating or an equivalent numeric score (e.g., 4 or higher on a 5-point scale)	Y2 of 5-year program review cycle	Percentage and/or number of WGQS majors who meet or exceed minimum achievement of PLO as indicated by rubric; may also include any qualitative data generated in relevant course assessments and/or instructor summary	Curriculum/ Assessment Chair and/or Department Chair to collect, with Curriculum/ Assessment Committee input on analysis and interpretation	Fall semester following data collection	Share Curriculum/ Assessment Committee analysis and interpretation with WGQS faculty to collaboratively develop relevant strategies, which might include revising course readings and/or assessment methods; as needed, might also consider curricular changes and/or revising order of PLO assessment in subsequent program review cycle
4:	4:	4:	3305 3320	Canvas discussion	One or more category	Y3 of 5-year	Percentage and/or number of	Curriculum/ Assessment	Fall semester following	Share Curriculum/

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
Work productively as individuals and in groups	Students will examine and evaluate, via intersectional frameworks, the ways that constructions, experiences, and expressions of gender and sexuality shape and are shaped by social, political, ethical, institutional, economic, legal, cultural, scientific, and technological factors in the past and present	Describe and assess the ways that WGQS configures, explains, and intervenes in notions of power, identity/ subjectivity, knowledge, activism, and resistance, with an emphasis on intersectionality	3330 4450 4455 4460	forum posts and replies; individual and/or group projects; individual and/or group presentations; papers; and/or exams	specific to WGQS PLO assessment in Canvas grading rubrics; rubric will identify when mastery of LO is achieved by scoring at “Excellent” or “Mastery” rating or an equivalent numeric score (e.g., 4 or higher on a 5-point scale)	program review cycle	WGQS majors who meet or exceed minimum achievement of PLO as indicated by rubric; may also include any qualitative data generated in relevant course assessments and/or instructor summary	Chair and/or Department Chair to collect, with Curriculum/ Assessment Committee input on analysis and interpretation	data collection	Assessment Committee analysis and interpretation with WGQS faculty to collaboratively develop relevant strategies, which might include revising course readings and/or assessment methods; as needed, might also consider curricular changes and/or revising order of PLO assessment in subsequent program review cycle
5: Use their knowledge and skills to	5: Students will reflect upon and critique their own beliefs, attitudes,	5: Recognize, reflect upon, and interrogate gender and sexuality as central	1101 3320 3330 4401	Canvas discussion forum posts and replies;	One or more category specific to WGQS PLO	Y4 of 5-year program	Percentage and/or number of WGQS majors who meet or	Curriculum/ Assessment Chair and/or Department	Fall semester following data collection	Share Curriculum/ Assessment Committee

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
make a positive contribution to society	and potential biases related to gender and sexuality as well as personal, policy, and community efforts for social change	organizing principles of human experience, with particular attention to one’s own experiences, beliefs, attitudes, and potential biases	4460	individual and/or group projects; individual and/or group presentation s; papers; and/or exams	assessment in Canvas grading rubrics; rubric will identify when mastery of LO is achieved by scoring at “Excellent” or “Mastery” rating or an equivalent numeric score (e.g., 4 or higher on a 5-point scale)	review cycle	exceed minimum achievement of PLO as indicated by rubric; may also include any qualitative data generated in relevant course assessments and/or instructor summary	Chair to collect, with Curriculum/ Assessment Committee input on analysis and interpretation		analysis and interpretation with WGQS faculty to collaboratively develop relevant strategies, which might include revising course readings and/or assessment methods; as needed, might also consider curricular changes and/or revising order of PLO assessment in subsequent program review cycle
6: Make reasoned decisions based on an understanding	6: Students will employ and synthesize key concepts in Women’s, Gender & Queer Studies to contribute to	6: Apply and synthesize key terms, debates, and methodologies in WGQS to conduct independent analyses and formulate	3305 4401 4450 4455 4460	Canvas discussion forum posts and replies; individual and/or group	One or more category specific to WGQS PLO assessment in Canvas	Y5 of 5-year program review cycle	Percentage and/or number of WGQS majors who meet or exceed minimum achievement of	Curriculum/ Assessment Chair and/or Department Chair to collect, with	Fall semester following data collection	Share Curriculum/ Assessment Committee analysis and interpretation

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
of ethics, a respect for diversity, and an awareness of issues related to sustainability	scholarship, activism, creative production, policy, the professions, and/or innovation	new knowledge about gender and sexuality		projects; individual and/or group presentations; papers; and/or exams	grading rubrics; rubric will identify when mastery of LO is achieved by scoring at “Excellent” or “Mastery” rating or an equivalent numeric score (e.g., 4 or higher on a 5-point scale)		PLO as indicated by rubric; may also include any qualitative data generated in relevant course assessments and/or instructor summary	Curriculum/ Assessment Committee input on analysis and interpretation		with WGQS faculty to collaboratively develop relevant strategies, which might include revising course readings and/or assessment methods
7: Engage in lifelong learning	7: Students will apply intellectual and practical skills to engage with issues of social justice and contribute to efforts to forge a more inclusive, just, and equitable world for all	N/A	1101 3305 3320 3330 4401 4450 4460	Canvas discussion forum posts and replies; individual and/or group projects; individual and/or group presentations; papers; and/or exams	One or more category specific to WGQS PLO assessment in Canvas grading rubrics; rubric will identify when mastery of LO is achieved by scoring at	Y5 of 5-year program review cycle	Percentage and/or number of WGQS majors who meet or exceed minimum achievement of PLO as indicated by rubric; may also include any qualitative data generated in relevant course assessments	Curriculum/ Assessment Chair and/or Department Chair to collect, with Curriculum/ Assessment Committee input on analysis and interpretation	Fall semester following data collection	Share Curriculum/ Assessment Committee analysis and interpretation with WGQS faculty to collaboratively develop relevant strategies, which might include revising course

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
					“Excellent” or “Mastery” rating or an equivalent numeric score (e.g., 4 or higher on a 5-point scale)		and/or instructor summary			readings and/or assessment methods; as needed, might also consider curricular changes and/or revising order of PLO assessment in subsequent program review cycle

Examples of assessment activities: final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist. Other examples?

WGQS Major Proposal - Curriculum Map Matrix

	WGQS 1101 Intro to WGQS	WGQS 3301: Contemp Issues in WGS	WGQS 3302: Contemp Issues in QS	WGQS 3305: Feminist /Queer Methods	WGQS 3320: Disability Justice: Intersectionl Activisms	WGQS 3330: Feminist / Queer Transnat l Studies	WGQS 4401: Seminar in WGQS	WGQS 4450: Feminist Theory	WGQS 4455: Queer Theory	WGQS 4460: Senior Project
<i>SLO 1:</i> Identify, define, and evaluate key terms, debates, and methodologies in WGQS	I	I/D	I/D	I/D	D	D	D/M	M	M	M
<i>SLO 2:</i> Summarize and explain the ways that gender and sexuality, in conjunction with race/ethnicity, disability, socioeconomic class status, age, size, religion, citizenship status, and/or location (among other matters), impact, and are impacted by, social, economic, political, legal, and cultural institutions in both US and global/transnational contexts	I	I/D	I/D		I/D	I/D	D/M	M	M	M

	WGQS 1101 Intro to WGQS	WGQS 3301: Contemp Issues in WGS	WGQS 3302: Contemp Issues in QS	WGQS 3305: Feminist /Queer Methods	WGQS 3320: Disability Justice: Intersectional Activisms	WGQS 3330: Feminist / Queer Transnat I Studies	WGQS 4401: Seminar in WGQS	WGQS 4450: Feminist Theory	WGQS 4455: Queer Theory	WGQS 4460: Senior Project
<i>SLO 3:</i> Compare, contrast, and analyze WGQS scholarship and activism as it has developed in historical and contemporary settings and in multiple locations around the world	I	I/D	I/D	D	D	D	M	M	M	M
<i>SLO 4:</i> Describe and assess the ways that WGQS configures, explains, and intervenes in notions of power, identity/ subjectivity, knowledge, activism, and resistance, with an emphasis on intersectionality	I	I/D	I/D	D	D	D	D/M	M	M	M
<i>SLO 5:</i> Recognize, reflect upon, and interrogate gender and sexuality as central organizing	I	I/D	I/D		D	D	M			M

	WGQS 1101 Intro to WGQS	WGQS 3301: Contemp Issues in WGS	WGQS 3302: Contemp Issues in QS	WGQS 3305: Feminist /Queer Methods	WGQS 3320: Disability Justice: Intersection/ Activisms	WGQS 3330: Feminist / Queer Transnat I Studies	WGQS 4401: Seminar in WGQS	WGQS 4450: Feminist Theory	WGQS 4455: Queer Theory	WGQS 4460: Senior Project
principles of human experience, with particular attention to one's own experiences, beliefs, attitudes, and potential biases										
<i>SLO 6:</i> Apply and synthesize key terms, debates, and methodologies in WGQS to conduct independent analyses and formulate new knowledge about gender and sexuality		I/D	I/D	D	D	D	M	D/M	D/M	M

Place an I, D, or M in each cell above to indicate where the program content related to each SLO is introduced (I), developed (D), and/or mastered (M). SLO content may be delivered in more than just six courses as indicated in the above table.



MEMORANDUM

4/18/25

TO: Andrew Morris, Executive Director of Academic Programs and Planning

FROM: Josh Machamer, Assoc. Dean for Operations, CLA

COPIES: Kate Murphy, Interim Dean, CLA

SUBJECT: Physical Space Assessment of BA WGQS proposal

The following is a brief physical space assessment for the proposed BA in Women's, Gender, and Queer Studies.

Office Space:

1. CLA confirms that the college has new dedicated department office space for the current two tenure-track positions (includes the chair). In addition, this new space will also provide for administrative staff as well as flexible 'hoteling' space that could be eventually converted for dedicated office use. This new space is in Building 38, 102.
2. Other lecturer office space is currently assigned in CLA designated office spaces throughout the university.

Classroom/Lab Space:

1. Courses within WGQS would be scheduled within existing or new university designated classrooms.
2. No dedicated lab space is seen as being needed/required.

Summary: Given the current scheduling of courses, we don't any new pressures on already impacted university space resources.



CAL POLY

Robert E. Kennedy Library

Topic: Kennedy Library Resource Support for Proposed BA WGQS Major

To: Elizabeth Adan, Professor, WGQS Chair

Date: 06/05/2024

From: Brett Bodemer, College of Liberal Arts Librarian

Cc: Nikki Demoville, Senior Manager of Collections Strategy & Discovery

Katherine O'Clair, Associate Dean for Academic Services

Adriana Popescu, Dean, Library Services

Executive Summary

Kennedy Library's available resources can fully support the proposed Women's, Gender & Queer Studies (WGQS) Major. In part such resource access is due to the library's long commitment to acquiring and licensing specific content to support two existing Minors in Women's & Gender Studies and Queer Studies. But it is also important to note that a wider breadth of access stems from the inherently inter/multi-disciplinary nature of WGQS inquiry; CSU consortial and campus database subscriptions through major database vendors such as EBSCO, ProQuest, Elsevier, HeinOnline and JSTOR ensure students can find news and scholarly secondary content that pertain to their inquiry. Presented below are some details, in the following order: Traditional Secondary Sources (Journals, eBooks, Print Books); Evolving Sources (Streaming Media and Primary Sources); Research Support; Licensed Databases by Type (Traditional, Streaming Media, Primary Sources).

Traditional Secondary Sources

Journals

Kennedy Library has long favored online access to resources over the limiting access provided by print resources. Hence, Kennedy Library databases provide online access to a large number of journals central to WGQS. These include key journals such as *Feminist Formations*; *Feminist Media Studies*; *Feminist Studies*; *Frontiers: A Journal of Women's Studies*; *GLQ: A Journal of Lesbian and Gay Studies*; *Journal of International Women's Studies*; *Men and Masculinities*; *Meridians*; *Porn Studies*; *Sexualities*; *Signs: Journal of Women in Culture and Society*; *Transgender Studies Quarterly*; *Visual Culture & Gender*; *Women, Gender, and Families of Color*;

and *Women's Studies Quarterly*. In addition to these 18 key publications, Kennedy Library provides online access to 240 other journals focused on Women's and Gender studies. In addition to this immediate online access, scans of *unavailable* articles can be easily requested and obtained through a robust resource sharing network that includes other CSU campuses but which also reaches far beyond for harder-to-get items.

In the interest of full disclosure, Kennedy Library provides no access to print journals for this subject area. As our patrons prefer online access, our energies and funds privilege online access to resources.

Ebooks

As WGQS is inherently inter/multi-disciplinary, eBooks available in our subscriptions to major academic platforms such as Cambridge Core, eBook Central, Oxford Scholarship Online, Taylor and Francis, Routledge, Wiley Online Library, ScienceDirect, and SpringerLink provide broad access to eBook content relevant to WGQS inquiry. Kennedy Library has also actively partnered with faculty in the existing WGQS program to identify and license specific eBook packages, such as an EBSCO eBooks package focused on LGBTQIA topics, and a package of 8 years of e-Duke Books (Duke publishes extensively in WGQS) totaling 962 books. In addition to all the above eBook offerings, in case our patrons find eBook content listed in OneSearch, but which is not licensed to Cal Poly, copyright agreements in many cases allows them to request single chapters for digital delivery.

Print Books

Though Kennedy Library favors electronic access and licensing, students in the proposed major still have access to substantial print content. In the Library of Congress Call Number Area HQ (where most WGQS topics are ranged), Kennedy's Main Collection has 6,186 print books.* Beyond the Kennedy holdings, the shared CSU discovery system (OneSearch) lists books on all 23 CSU campuses, and further lists print books beyond the CSU libraries. Students are able to request the items they discover in the catalog, with delivery time depending on the lending library, but in the case of items in other CSUs, the expected delivery time is 3 business days. As with eBooks, a single chapter of a print book can also be requested for digital delivery.

*Technically, these books are not available at the time of this report as the library is undergoing a major renovation, but the titles are still listed in OneSearch and can be requested from other libraries. They are expected to be available again in the Kennedy Library building in Fall 2025.

Evolving Sources

Traditional secondary source support for WGQS is currently augmented by licensing content that recognizes changing teaching and research needs. Streaming media options enhance both

teaching and learning, while primary source collections allow students to engage authentically with original documents and evidence related to their inquiry. These primary source collections can include official records but just as importantly content generated by the individuals and groups themselves. Since the expansion of the WGS program with its launching of the Queer Studies minor in 2017, Kennedy Library has permanently licensed swathes of primary source material, identifying and selecting relevant content from various vendors for permanent access, including Alexander Street Press, Gale, ProQuest, and Adam Matthew. This report concludes with a description of the 18 primary source databases acquired to support the WGQS Minors and that can further support the proposed BA WGQS Major.

Research Support

While such access to secondary sources, primary sources, and streaming media is critical, no less critical is the capacity of the library personnel to guide students and faculty to these resources. This capacity is already demonstrated in several ways. First, the [WGQS Research Guide](#), curated by the College of Liberal Arts Librarian, provides a single road-map to relevant databases and resources, along with videos and helpful tips. Secondly, students and faculty can obtain personal help from the College of Liberal Arts Librarian or get help at any hour from the well-trained students and librarians who staff 24/7 Live Chat. Lastly, faculty can request instruction for their sections of WGQS courses. In this last respect such support can be strategically initiated as critical interventions at various levels of instruction: an introductory session for first-year students, a more in-depth session in the appropriate later courses that have a research component, and a final session at the capstone or Senior Project level.

Relevant Databases by Type

Traditional Secondary Sources

The following list is by no means exhaustive, given the inter/multi-disciplinary nature of WGQS inquiry, and content might be found in any number of the 39 EBSCO databases or 30 ProQuest databases. The list of traditional databases singles out the most relevant. Since most are long-established they are listed by name without further description. Streaming media and primary sources databases, by contrast, are listed with fuller descriptions.

- Academic Search Premier (EBSCO)
- American History and Life (EBSCO)
- California Newspapers (Newsbank)
- Cambridge Core
- eBook Central (ProQuest)
- ERIC (Educational Resource Information Center)
- Dissertations and Theses Global (ProQuest)
- Ethnic Newswatch (EBSCO)
- GenderWatch (ProQuest)
- HeinOnLine

Historical Abstracts (EBSCO)
 JSTOR
 Oxford Scholarship Online
 Project Muse
 ProQuest Global Newsstream
 ProQuest Historical Papers
 PsycInfo
 SpringerLink
 Sociological Abstracts (ProQuest)
 Taylor & Francis eBooks
 WestLaw
 Wiley Online Library

Streaming Media

[LGBT Studies In Video](#)

(AlexanderStreet Press.) Documentaries, interviews, archival footage, and select Feature films exploring LGBT history, gay culture and subcultures, civil rights, marriage equality, LGBT families, AIDS, transgender issues, religious perspectives on homosexuality, global comparative experiences, and other topics.

[Social Justice collection](#)

(Sage Video) A cross-disciplinary video collection focusing on various social justice issues, including topics such as race, ethnicity, gender, sexuality, and colonialism.

[Academic Video Online](#)

(Alexander Street Press.) In addition to the tailored subset of content found in LGBT Studies in Video, much other streaming video content related to gender and disability studies.

[Docuseek 2 Streaming Video](#)

Docuseek2 features documentaries on a wide range of topics, including many independent productions and films from major publishers such as Bullfrog Films, Icarus Films, and Women Make Movies. Searches on terms related to WGQS and disability bring up plentiful results.

Primary Source Databases

[Archives of Sexuality and Gender \(Gale\)](#)

Includes:

Sex and Sexuality, Sixteenth to Twentieth Century
 LGBTQ History and Culture since 1940, Pt. I
 LGBTQ History and Culture since 1940, pt. II
 International perspectives on LGBTQ Activism and Culture

[Defining Gender](#)

(Adam Matthew.) British primary source material from the fifteenth to early twentieth century, including correspondence, advice literature, periodicals, ephemera and government documents, supporting research into traditional models of gender and contemporary perceptions.

[Disability in the Modern World](#)

(Alexander Street Press.) Includes primary sources, supporting materials, archives, and video content, supporting teaching and research in the disciplines of disability history and disability studies, as well as history, media, the arts, political science, education, and other areas.

[Gender: Identity and Social Change](#)

(Adam Matthew.) Primary sources revealing the changing representations and lived experiences of gender roles and relations from the nineteenth century to the present. Supports the study of women's suffrage, the feminist movement, the men's movement, employment, education, the body, the family, and government and politics.

[HeinOnline Civil Rights and Social Justice](#)

(HeinOnline.) Legal content and publications covering civil rights in the United States, including hearings and committee prints, legislative histories on landmark legislation, CRS and GAO reports, briefs from major Supreme Court cases, and publications from the Commission on Civil Rights.

[HeinOnline LGBTQ+ Civil Rights](#)

(HeinOnline.) LGBTQ+ Rights charts the gay rights movement in America, showing the civil rights codified into law in the 20th and 21st centuries, as well as the inequalities that still exist today. Topics covered include the Defense of Marriage Act, the AIDS crisis, military service by gay and transgender service members, "bathroom bills," and more.

[Latin American Women Writers](#)

(ProQuest.) Literary works, memoirs, and essays in their original language by Latin American women from the colonial period in the 17th century to the present.

[LGBT Thought and Culture](#)

(Alexander Street Press.) Works and archival documentation of LGBT political and social movements throughout the 20th century and into the present day. Includes rare archival content, including seminal texts, letters, periodicals, speeches, interviews, and ephemera.

[LGBT Studies in Video*](#)

(Alexander Street Press.) *Full description found under Streaming Video

[Queer Past](#)

(Alexander Street Press.) Primary source exhibits for students and scholars of queer history and culture. The database uses "queer" in its broadest and most inclusive sense, to embrace topics that are gay, lesbian, bisexual, and transgender and to include work on sexual and gender formations that are queer but not necessarily LGBT.

[Routledge Historical Resources: History of Feminism](#)

(Routledge.) Documents feminism between 1776 and 1928. Contains primary and secondary resources, including full books, selected chapters, and journal articles.

[The Vogue Archive](#)

Searchable archive of American Vogue, from 1892 to the current month, reproduced in color page images. Pages, advertisements, covers and fold-outs included. Can be explored in regard to design, fashion, and gender.

[Women and Social Movements in Modern Empires since 1820](#)

(Alexander Street Press) Explores prominent themes in world history since 1820: conquest, colonization, settlement, resistance, and post-coloniality, as told through women's voices.

[Women and Social Movements, International -1840 to Present](#)

(Alexander Street Press.) Includes conference proceedings, reports of international women's organizations, publications and web pages of women's non-governmental organizations, and letters, diaries, and memoirs of women active internationally since the mid-nineteenth century

[Women and Social Movements: Development and the Global South, 1919-2020](#)

(Alexander Street Press.) Highlights and evaluates activism through individual efforts, organizational initiatives, and socio-cultural projects led by or for women in the Global South.

[Women and Social Movements in the United States, 1600-2000](#)

(Alexander Street Press.) Organized around the history of women in social movements in the U.S. between 1600 and 2000, this collection seeks to advance scholarly debates and understanding about U.S. women's history.

[Women's Studies Archive](#)

(Gale.) Focuses on the evolution of feminism throughout the nineteenth and twentieth centuries. Includes:

I Issues and Identities

II Voice and Vision

III Rare Titles from the American Antiquarian Society, 1820-1922

IV Female Forerunners Worldwide.

[Women's Studies Research Source](#)

(Adam Matthew.) Provides a multitude of perspectives on the changing roles of women in history. Includes government files, personal writings, diaries and journals, correspondence, and rare printed books dating from 1740-1960.

**MEMORANDUM****11/10/25**

TO: Dr. Elizabeth Adan, Chair of Women's, Gender & Queer Studies
FROM: Dr. Steven Ruszczycky, Curriculum Committee Chair, Women's, Gender & Queer Studies
COPIES: Dr. Andrew Morris, Executive Director, Academic Programs and Planning; Dr. Jane Lehr and Dr. Emily Ryalls, WGQS Curriculum Committee Members
SUBJECT: Statement of Support for the BA in Women's, Gender, and Queer Studies

The Women's, Gender & Queer Studies Department Curriculum Committee strongly supports the BA in Women's, Gender, and Queer Studies. The program, as well as each course, has been reviewed and approved by the committee. The degree program offers a comprehensive curriculum with direct opportunities to actively engage in WGQS theory and practice. Students graduating with a BA in Women's, Gender, and Queer Studies at Cal Poly State University, San Luis Obispo will be prepared not only for advanced work in the field but also for a wide array of career opportunities, especially those fields and workplaces that are attentive to and engaged with efforts to enhance diversity, equity, and inclusion, both in their own organizations and in society at large. In short, the degree will enable students to become effective leaders and drivers of change in the world.

We believe this degree program will make a significantly positive contribution to our department, Cal Poly and the CSU and thus strongly support its implementation.

**CAL POLY****MEMORANDUM****December 1, 2025**

TO: Whom It May Concern
FROM: Thanayi Jackson, CLA Curriculum Committee Chair
SUBJECT: Statement of Support for the BA in Women's, Gender, and Queer Studies

The CLA Curriculum Committee enthusiastically supports the BA in Women's, Gender, and Queer Studies. After reviewing the program and courses, we find the WGQS BA to be a valuable offering for Cal Poly students. The degree is in line with similar programs at other institutions. At the same time the program builds on recent scholarship and offers new curriculum not yet available at other similar institutions, setting Cal Poly apart. In this way the degree has a disciplinary relevance that will provide students with the knowledge and preparation for a large set of career paths. WGQS majors at Cal Poly will be prepared to pursue career opportunities in education, the law, social work and community engagement, and some healthcare professions, as well as in nonprofit organizations, likely with management opportunities after entering one of these career fields. We find this proposed program to be exceptional in its field and capable of graduating thoughtful and critical individuals ready for leadership careers.

CLA Curriculum looks forward to the addition of this degree to our college and believes it will add to CLA's mission of intellectual discovery and individual growth by promoting diversity, social responsibility, and life-long Learn by Doing in both the local and the global communities.

Wednesday, April 15, 2026 at 11:06:42 AM Pacific Daylight Time

Subject: ASCC Approval of BA in WGQS
Date: Wednesday, April 15, 2026 at 2:56:28 AM Pacific Daylight Time
From: John H. Walker
To: Elizabeth Adan
CC: Jerusha Greenwood, Andrew D. Morris, Catalog

Elizabeth,

The Academic Senate Curriculum Committee has reviewed and approved the BA in Women's, Gender, and Queer Studies (WGQS). Please add this e-mail to the appropriate appendix of the proposal as evidence of our approval.

Sincerely,
John

--

John H. Walker, Ph.D.
Professor, Statistics Department
Chair, Academic Senate Curriculum Committee
California Polytechnic State University
San Luis Obispo, CA, USA
Pronouns: he/him/his

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS- -26

RESOLUTION ON NEW BACHELOR OF SCIENCE DEGREE PROGRAM IN DATA SCIENCE

- 1 **WHEREAS,** Data science has emerged as a critical interdisciplinary field integrating statistics,
2 computer science, and domain knowledge to extract insights from data; and
- 3 **WHEREAS,** There is strong and growing workforce demand for graduates with data science skills
4 across industries including technology, healthcare, agriculture, business, and government;
5 and
- 6 **WHEREAS,** The CSU system and peer institutions have expanded data science and related programs
7 to meet student demand and workforce needs; and
- 8 **WHEREAS,** Cal Poly's Learn by Doing philosophy is well aligned with the applied, project-based nature
9 of data science education; and
- 10 **WHEREAS,** Existing courses and faculty expertise across departments such as Computer Science,
11 Statistics, and related disciplines provide a strong foundation for a high-quality
12 interdisciplinary program; and
- 13 **WHEREAS,** Student interest in data science is evidenced by enrollment demand in related courses,
14 minors, and concentrations; and
- 15 **WHEREAS,** The proposed Bachelor of Science in Data Science has been reviewed through appropriate
16 college and university curriculum processes; and
- 17 **WHEREAS,** The program supports Cal Poly's mission and strategic priorities by preparing graduates
18 for high-impact careers and advanced study in a data-driven world; therefore be it
- 19 **RESOLVED:** That the Academic Senate of California Polytechnic State University, San Luis Obispo,
20 approve the establishment of a Bachelor of Science in Data Science; and be it further
- 21 **RESOLVED:** That the program be implemented contingent upon final approval by the Chancellor's
22 Office and availability of appropriate resources.

Proposed by: Data Science Curriculum Committee
Date: March 30, 2026

Academic Programs, Innovations and Faculty Development

401 Golden Shore, 6th Floor
 Long Beach, CA 90802-4210

www.calstate.edu/app

Phone 562-951-4677
 Fax 562-951-4982
 Email degrees@calstate.edu

**California State University
 Degree Program Proposal Template
 Revised April 2022**

Please note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- ***Please refer to the document "Tips for Completing a Successful Program Proposal" before completing the Program Proposal Template.***

Cal Poly Instructions:

- **Do not remove** the prompts from the template.
- Respond to each prompt directly under the item.
- Self-Support programs must also complete a budget. Ask APP for the template if you have not received it.
- Update the Index upon completion of the template so the page numbers will update. Click in the index, select update table, and then select update entire table.
- Using the Review tab in Word, insert comments where you have questions for APP.
- APP will do a preliminary review of the proposal before it is circulated to curriculum committees and after any changes are made as a result of campus reviews. Once the preliminary review is completed, make all subsequent changes with Word Track Changes turned on and save updated versions with the editor and date appended to the document name (Example: BS_DataScience_NewDegreeProposal_CENG_20250106).
- Complete the faculty checklist. It will be appended to the beginning of this document before submittal to the CO.
- Once all approvals on campus have taken place, APP will remove this cover page and replace it with a Cal Poly cover page.



Degree Designation (e.g., BA, MS, etc.)	BS
Campus Specific Degree Title	Data Science
CSU Degree Title	Bachelor of Science in Data Science
CIP Code (APP provides)	CSU code: 17035 CIP: 30.7001
CIP Code Degree Title (APP provides)	Data Science
Requested Start Term	Fall 2027
College	<ul style="list-style-type: none"> • College of Engineering • Bailey College of Science and Mathematics
Department	<ul style="list-style-type: none"> • Computer Science and Software Engineering • Statistics • Mathematics
Proposer Contact Name(s), Position(s), and Email(s)	<p>Dr. Paul Anderson, pander14@calpoly.edu, Professor, Computer Science and Software Engineering</p> <p>Dr. Alex Dekhtyar, dekhtyar@calpoly.edu, Professor, Computer Science and Software Engineering</p> <p>Dr. Jonathan Ventura, jventu09@calpoly.edu, Associate Professor, Computer Science and Software Engineering</p> <p>Dr. Foaad Khosmood, foaad@calpoly.edu, Professor, Computer Science and Software Engineering</p> <p>Dr. Lubomir Stanchev, lstanche@calpoly.edu, Professor, Computer Science and Software Engineering</p> <p>Dr. Christopher Lupo, clupo@calpoly.edu, Professor, Director of Noyce School of Applied Computing</p> <p>Dr. Kelly Bodwin, kbodwin@calpoly.edu, Associate Professor, Statistics</p> <p>Dr. Hunter Glanz, hglanz@calpoly.edu, Associate Professor, Statistics</p> <p>Dr. Andrew Schaffner, aschaffn@calpoly.edu, Professor, Statistics</p> <p>Dr. Aaron Keen, akeen@calpoly.edu, Professor and Chair, Computer Science and Software Engineering</p> <p>Dr. Elena Dimitrova, edimitro@calpoly.edu, Professor, Mathematics</p> <p>Dr. Benjamin Richert, brichert@calpoly.edu, Professor, Mathematics</p> <p>Dr. Kevin James Ross, kjross@calpoly.edu, Professor, Statistics</p>

Contents

Cal Poly Instructions:	1
Template	4
1. Program Type (Select all that apply).....	4
2. Program Identification.....	4
3. Program Overview and Rationale.....	7
4. Curriculum	14
5. Societal and Public Need for the Proposed Degree Program	20
6. Student Demand.....	24
7. Existing Support Resources for the Proposed Degree Program	28
8. Additional Support Resources Required.....	31
9. Self-Support Programs.....	33
Contact Us	35

Template

1. Program Type (Select all that apply)

- a. New Program (previously authorized as a projection by the BOT)
- b. Fast Track (bachelor's or master's only; not already on Campus Academic Plan)
- c. State-Support
- d. [Self-Support](#)
- e. Delivery Format:
 - Fully face to face
 - Hybrid
 - Fully online

Note: For new Pilots and Pilot Conversions use:

[Pilot Proposal template](#)

[Pilot Conversion template](#)

2. Program Identification

- a. Campus

Response:

California Polytechnic State University, San Luis Obispo

- b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts in History).

Response:

Bachelor of Science in Data Science

- c. Date the Board of Trustees approved adding this program projection to the Campus Academic Plan.

Response:

March 26, 2025

- d. Term and academic year of intended implementation (e.g., fall 2024).

Response:

Fall 2027

- e. Total number of units required for graduation. This will include all requirements (General Education and campus-specific graduation requirements), not just major requirements.

Response:

120 units

- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree program. Please identify the unit that will have primary responsibility.

Response:

There are three departments located in two colleges that will jointly operate the program:

- Department of Statistics, Bailey College of Science and Mathematics (BCSM)
- Department of Computer Science and Software Engineering, College of Engineering (CENG)
- Department of Mathematics, BCSM

As described in the Memorandum of Understanding developed by BCSM and CENG in November 2024 and attached as Appendix A, BS Data Science will be a free-standing program jointly owned by both colleges. Students will apply to and enroll as BCSM students. A co-director from each college will report to their respective college dean, also with dotted line reporting to the Director of the Noyce School of Applied Computing. The BS Data Science faculty co-directors will work together to plan course schedules, monitor enrollments, and advise students. The program will have a curriculum committee which manages curriculum, and which reports to the program. For faculty members wishing to affiliate with the BS Data Science program, the departments will develop MOUs that define how their workload is split between this program and their home program.

- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree program.

Response:

- Dr. Paul Anderson, Professor, Computer Science and Software Engineering
- Dr. Alex Dekhtyar, Professor, Computer Science and Software Engineering
- Dr. Elena Dimitrova, Professor, Mathematics
- Dr. Hunter Glanz, Associate Professor, Statistics
- Dr. Kelly Bodwin, Associate Professor, Statistics
- Dr. Kevin James Ross, Professor, Statistics

- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Response:

See Appendix B: Combined College/School Letter of Support, signed by CENG Interim Dean Robert Crockett, BCSM Dean Dean Wendt, and Noyce School of Applied Computing Director Christopher Lupo, May 1, 2025.

- i. Any other campus approval documents that may apply (e.g., curriculum committee approvals).

Response:

See Appendices C1 – C5:

- C1. STAT, CSSE, MATH Department Curriculum Committee approvals
- C2. BCSM, CENG Curriculum Committee approvals
- C3. Academic Senate Curriculum Committee approval
- C4. Academic Senate Resolution
- C5. Presidential approval

j. Substantive Change Screening Form:

- . The [WASC Senior College and University Commission \(WSCUC\)](#) requires that the campus Accreditation Liaison Officer submit a Substantive Change Screening Form via the Accreditation Management portal for any proposed degree program. If it is determined that no substantive change review is required, please attach a separate document containing the email response from WSCUC.

Response:

See Appendix D: Notification from WSCUC (April 2, 2025) that substantive change review is not required for this new degree program.

- i. If the proposed program is subject to WSCUC substantive change review, the campus shall submit a copy of the WSCUC Substantive Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

Response:

N/A

k. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

Using a master list of degree programs and reporting codes, campuses report data to the Chancellor’s Office on applications, enrollments, and degrees granted. To ensure consistent record keeping, campuses use the same pairings of generic systemwide degree program titles and corresponding reporting codes. The required curriculum for each CSU degree program title (and level) is roughly comparable across the system and reflects the Classification of Instructional Programs ([CIP](#)) program definition for each CIP code. Campuses are allowed to use a slightly different campus-specific title, as long as it is reasonably similar to the official title. The program codes, however, remain the same across the system. The CSU Degrees Database has fields for the official “generic” CSU title and a campus-specific title.

Campuses should suggest one CSU degree program code and one corresponding CIP code. The official list of approved systemwide degree titles and their assigned CSU and CIP reporting codes may be found in the [CSU Program Codes and Corresponding CIP Codes](#). If an appropriate CSU code does not appear on the system-wide list, you can search CIP 2020 <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56> to identify the code that best matches the proposed degree program. The CSU degree program code and CIP code will be assigned when the program is approved by the Chancellor.

Response:

Data Science: CSU code: 17035 | CIP: 30.7001

A program that focuses on the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, data representation, data modeling, mathematics, and statistics. Includes instruction in computer algorithms, computer programming, data management, data mining, information policy, information retrieval, mathematical modeling, quantitative analysis, statistics, trend spotting, and visual analytics.

3. Program Overview and Rationale

- a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

Response:

The field of data science is a growth area for universities around the world. Institutions such as University of California, Berkeley; San Diego State University; University of California, Santa Barbara; Santa Clara University; University of California, Irvine; University of California, Los Angeles; and University of Southern California have established institutes, centers, and/or academic programs in DSA (Data Science and Analytics) in the past five years. The digital transformation of the past decade has included cloud computing, software as a service, Internet of Things, visualization, geographic information systems, and large amounts of structured and unstructured data. This significantly impacts academic research with novel access to information, unprecedented computing power, accessible data and computing services, integrations of data across platforms, and software advances like deep learning. It has also generated new educational offerings such as undergraduate and graduate programs. U.S. News and World Report ranks dozens of B.S. and M.S. programs in data science at universities that Cal Poly considers as peer, competitor, and aspirant institutions.

Society needs greater advancement in data science. Cal Poly can help achieve this goal by producing more graduates who are ready for a variety of positions in the private sector, government, and academia. Students, faculty, and community members who do not define themselves as data scientists or data analysts also need to be data literate to thrive in the world as it is. Cal Poly is in a unique position to design research and learning opportunities via its Learn by Doing model to produce graduates from all disciplines and colleges who possess the problem-formulation, statistical, computing, and decision-making skills to solve the world's most pressing problems, while advancing the exciting and fast-growing field of data science and analytics.

Cal Poly was among the pioneers in California, establishing the Cross-Disciplinary Studies Minor (CDSM) in Data Science in 2016, which to date has graduated seven cohorts. The proposed undergraduate program takes advantage of the involved colleges' and departments' experience of administering the CDSM in Data Science. The program is proposed in recognition that Data Science has emerged as a field that requires a unique set of learning objectives and broad participation among computational disciplines. The B.S. in Data Science will equip students with the skills and qualifications necessary to pursue jobs as data scientists, data engineers, machine learning engineers, and data analysts.

This new program seeks to become the third degree-granting interdisciplinary program at Cal Poly, with a commitment to maintaining an equal partnership between the three departments (Computer Science and Software Engineering, Mathematics, and Statistics) across two colleges (College of Engineering and Bailey College of Science and Mathematics).

This program may participate in year-round operations, if it is determined to be a good candidate.

b. Provide the proposed catalog description. The description should include:

i. a narrative description of the program

The Bachelor of Science (BS) in Data Science is an interdisciplinary program that prepares students to analyze, interpret, and derive insights from complex data. The curriculum combines foundational knowledge in mathematics, statistics, computer science, and domain-specific applications, providing students with the skills necessary for careers in data analysis, machine learning, and big data management. Students gain proficiency in programming in multiple languages, data visualization, data mining, and predictive modeling, while engaging in hands-on projects with real-world data. This program equips graduates to excel in data-driven decision-making roles across diverse industries.

ii. admission requirements

Cal Poly employs a Multi-Criteria Admission (MCA) process, evaluating applicants based on both academic and non-academic factors.

iii. a list of all required courses for graduation including electives, specifying course numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

The BS Data Science proposed curriculum is as follows:

Required Courses (57 units):

- **CSC 1001: Fundamentals of Computer Science (3 units)**
 - Prerequisites: MATH 1004 with a grade of C- or better or MATH 1006 with a grade of C- or better
 - Concurrent: CSC 1001L
- **CSC 1001L: Fundamentals of Computer Science Laboratory (1 unit)**
 - Prerequisites: MATH 1004 with a grade of C- or better or MATH 1006 with a grade of C- or better
 - Concurrent: CSC 1001
- **CSC 2001: Data Structures (3 units)**
 - Prerequisites: CSC 1001
 - Concurrent: CSC 2001L
- **CSC 2001L: Data Structures Laboratory (1 unit)**

- Prerequisites: CSC 1001
- Concurrent: CSC 2001
- **DATA 2000: Data Science Seminar (1 unit)**
 - Prerequisites: Sophomore standing
- **DATA 3301: Introduction to Data Science (4 units)**
 - Prerequisites: MATH 1151 and CSC 1001; and STAT 1510 or STAT 3210
- **DATA 4401: Data Science Process and Ethics (4 units)**
 - Prerequisites: DATA 4610
- **DATA 4460: Senior Project - Data Science Capstone (2 units)**
 - Prerequisites: DATA 4401
- **DATA 4610: Fundamentals of Machine Learning (4 units)**
 - Prerequisites: DATA 3301 and MATH 2621
- **DATA 4620: Foundations and Applications of Deep Learning (4 units)**
 - Prerequisites: DATA 4610
- **MATH 1151: Linear Algebra (3 units)**
 - Prerequisites: MATH 1261 or MATH 1264
- **MATH 1264: Calculus for Data Science 1 (4 units)**
 - Prerequisites: Appropriate Math Placement Level or MATH 1005 or MATH 1007
 - GE Area 2 for 3 units
- **MATH 1265: Calculus for Data Science 2 (4 units)**
 - Prerequisites: MATH 1264
- **MATH 2031: Transition to Advanced Mathematics (3 units)**
 - Prerequisites: MATH 1262 or MATH 1263 or MATH 1265
- **MATH 2621: Introduction to Mathematical Optimization (3 units)**
 - Prerequisites: MATH 1265 or MATH 2263; MATH 1151 or MATH 2341
- **STAT 1510: Statistics 1 (3 units)**
 - Prerequisites: MATH 1004, MATH 1005, MATH 1006, or MATH 1007
- **STAT 2610: Introduction to Probability and Simulation (3 units)**
 - Prerequisites: MATH 1261 or MATH 1264 or MATH 1267; and BUS 3392 or CSC 1001 or CSC 1032 or DATA/STAT 1810 or ECON 3015
- **STAT 3520: Statistics 2 (3 units)**
 - Prerequisites: STAT 1110 or STAT 1510 or STAT 3210; and MATH 1006 with a grade of C- or better, or appropriate Math Placement Level
- **STAT 3530: Applied Linear Models (4 units)**
 - Prerequisites: STAT 1220, STAT 3210, or STAT 3520; and MATH 1151 or MATH 2341

Concentrations (23 units; Mathematical Foundations concentration includes 3 units of GE)

Ethics Elective (Satisfies Upper Division GE 3)

3 units from the following:

- PHIL 3322: Philosophy of Technology (3 units)
 - Prerequisites: Completion of GE Area A with grades of C- or better; one course in GE Area B4 with a grade of C- or better; and completion of GE Area C2.
- PHIL 3323: Ethics, Science, and Technology (3 units)
 - Prerequisites: Completion of GE Area A with grades of C- or better; one course in GE Area B4 with a grade of C- or better; and completion of GE Area C2.
- PHIL 3327: Robot Ethics (3 units)

- Prerequisites: Completion of GE Area A with grades of C- or better; one course in GE Area B4 with a grade of C- or better; and completion of GE Area C2.

General Education (43 units, 6 of which are specified in Support Courses; 37 units remaining (3 units in the Mathematical Foundations concentration))

- Area 1A (3 units)
- Area 1B (3 units)
- Area 1C (3 units)
- Area 2 (in Support Courses)
- Area 3A (3 units)
- Area 3B (3 units)
- Area 4A (3 units)
- Area 4B (3 units)
- Area 5A (3 units)
- Area 5B (3 units)
- Area 5C (1 unit)
- Area 6 (3 units)
- Upper-Division Area 2 or Upper-Division Area 5 (3 units)
 - Mathematical Foundations Concentration requires MATH 3351 (UD 2)
- Upper-Division Area 3 (in Support Courses)
- Upper-Division Area 4 (3 units)

Concentrations

At the initiation of the program, the BS in Data Science will include three concentrations:

1. Mathematical Foundations
2. Statistical Modeling
3. Machine Learning Engineering

Concentration in Mathematical Foundations (26 units)

A focus on theoretical foundations and computational modeling.

- **MATH 2343: Differential Equations (3 units)**
 - Prerequisites: MATH 1151 and MATH 1265
- **MATH 3055: Graph Theory (3 units)**
 - Prerequisites: Junior standing and MATH 2031
- **MATH 3152: Advanced Linear Algebra (4 units)**
 - Prerequisites: MATH 1151 and MATH 2031
- **MATH 3351: Differential Equations and Boundary Value Problems (GE Area 2) (3 units)**
 - Prerequisites: MATH 2343 and MATH 1265
- **MATH 3622: Mathematics of Data Science (3 units)**
 - Prerequisites: MATH 1151 and MATH 2031 and CSC 1001
- **MATH 3651: Introduction to Numerical Analysis (3 units)**
 - Prerequisites: MATH 2343 and MATH 1265 and CSC 1001
- **MATH 4653: Numerical Optimization (3 units)**

- Prerequisites: MATH 3651
- **Electives**
 - **4 credits of free electives**

Concentration in Statistical Modeling (23 units)

A focus on a variety of statistical modeling techniques for different data situations.

- **STAT 1810: Introduction to Statistical Computing with R (3 units)**
 - Prerequisites: DATA 1000, STAT 1110, STAT 1220, STAT 1510, or STAT 3210
- **STAT 3820: Intermediate Statistical Computing with R (3 units)**
 - Prerequisites: STAT 1810; and STAT 1220 or STAT 3210 or STAT 3520

Statistical Modeling Electives

Select 15 units from the following:

- **STAT 4740: Multilevel and Mixed Modeling (3 units)**
 - Prerequisites: STAT 3430 or STAT 3530
- **STAT 4750: Bayesian Reasoning and Methods (3 units)**
 - Prerequisites: STAT 1110 or STAT 1220 or STAT 3210 or STAT 3520; and STAT 2610 or STAT 3210 or STAT 3310
- **STAT 4760: Statistical Analysis of Time Series (3 units)**
 - Prerequisites: STAT 3430 or STAT 3530 or STAT 5430
- **STAT 4770: Survival Analysis Methods (3 units)**
 - Prerequisites: STAT 1220 or STAT 3210 or STAT 3520; and MATH 1265 or MATH 1262
- **STAT 4780: Categorical Data Analysis (3 units)**
 - Prerequisites: STAT 3430 or STAT 3530
- **STAT 4790: Applied Multivariate Statistics (3 units)**
 - Prerequisites: STAT 1220 or STAT 3210 or STAT 3520 or STAT 5210; and MATH 1151 or MATH 2341
- **STAT 5550: Statistical Learning with R (3 units)**
 - Prerequisites: STAT 3530, STAT 1810; and STAT 2610 or STAT 3310

Electives

- **2 units of free electives**

Concentration in Machine Learning Engineering (23 units)

- **CSC 3449: Algorithms and Complexity (4 units)**
 - Prerequisite: MATH 2031 and CSC 2001
- **DATA 3302: Data Visualization (4 units)**
 - Prerequisites: CSC 1001, STAT 1810
- **STAT 1810: Introduction to Statistical Computing with R (3 units)**
 - Prerequisites: DATA 1000, STAT 1110, STAT 1220, STAT 1510, or STAT 3210

Database Elective(s) - Take one of (4 units):

- **CSC 3665 : Introduction to Database Management Systems (4 units)**
 - Prerequisite: CSC 2001 and MATH 2031

OR

- **CSC 3660: Introduction to Databases (2 units)**
 - Prerequisite: CSC 2001 and MATH 2031

and

- **CSC 3662: Introduction to Non-relational Database Systems (2 units)**
 - Prerequisite: CSC 3665 or CSC 3660 or CSC 3001

Take a total of 8 units and at least 2 units from each of the following categories of electives:

Modeling Elective(s) (2-6 units):

- **CSC 4880: Artificial Intelligence (4 units)**
 - Prerequisite: CSC 2001
- **CSC 5887: Advanced Deep Learning (4 units)**
 - Prerequisite: CSC 4667 or DATA 4610
- **DATA 4632: Graph Mining (2 units)**
 - Prerequisite DATA 3301 and CSC 3449
- **MATH 2343: Differential Equations (3 units)**
 - Prerequisites: MATH 1151 and MATH 1265
- **MATH 3152: Advanced Linear Algebra (4 units)**
 - Prerequisites: MATH 1151 and MATH 2031
- **MATH 3351: Differential Equations and Boundary Value Problems (GE Area 2) (3 units)**
 - Prerequisites: MATH 2343 and MATH 1265
- **MATH 3622: Mathematics of Data Science (3 units)**
 - Prerequisites: MATH 1151 and MATH 2031 and CSC 1001
- **MATH 3651: Introduction to Numerical Analysis (3 units)**
 - Prerequisites: MATH 2343 and MATH 1265 and CSC 1001
- **MATH 4653: Numerical Optimization (3 units)**
 - Prerequisites: MATH 3651
- **STAT 4610: Probability Theory (3 units)**
 - Prerequisite: STAT 305 or STAT 2610; and MATH 1265, MATH 241, or MATH 2263; or graduate standing in Statistics.
- **STAT 4740: Multilevel and Mixed Modeling (3 units)**
 - Prerequisites: STAT 3430 or STAT 3530
- **STAT 4750: Bayesian Reasoning and Methods (3 units)**
 - Prerequisites: STAT 1110 or STAT 1220 or STAT 3210 or STAT 3520; and STAT 2610 or STAT 3210 or STAT 3310
- **STAT 4760: Statistical Analysis of Time Series (3 units)**
 - Prerequisites: STAT 3430 or STAT 3530 or STAT 5430
- **STAT 4770: Survival Analysis Methods (3 units)**
 - Prerequisites: STAT 1220 or STAT 3210 or STAT 3520; and MATH 1265 or MATH 1262
- **STAT 4780: Categorical Data Analysis (3 units)**
 - Prerequisites: STAT 3430 or STAT 3530
- **STAT 4790: Applied Multivariate Statistics (3 units)**

- Prerequisites: STAT 1220 or STAT 3210 or STAT 3520 or STAT 5210; and MATH 1151 or MATH 2341
- **STAT 5530: Generalized Linear Models (3 units)**
 - Prerequisites: STAT 334 or STAT 3530; and STAT 426 or STAT 4620
- **STAT 5550: Statistical Learning with R (3 units)**
 - Prerequisites: STAT 3530, STAT 1810; and STAT 2610 or STAT 3310

Computing Elective(s) (2-6 units):

-
- **CSC 4820: Natural Language Processing (4 units)**
 - Prerequisites: CSC 4880 or DATA 3301
- **CSC 4880: Artificial Intelligence (4 units)**
 - Prerequisite: CSC 2001
- **CSC 4881: Semantic Computing (4 units)**
 - Prerequisite: CSC 4880
- **CSC 4888: Computer Vision (4 units)**
 - Prerequisite: CSC 3449 and PHIL 3323
- **CSC 4891: Seminars in Artificial Intelligence and Machine Learning (1 units)**
 - Prerequisite: CSC 4880 or DATA 4610
- **CSC 4892: Research Experience in Artificial Intelligence and Machine Learning (1-2 units)**
 - Prerequisite: CSC 4880 or DATA 4610; and PHIL 3323
- **CSC 4893: Projects in Artificial Intelligence and Machine Learning (1-2 units)**
 - Prerequisite: CSC 4880 or DATA 4610; and PHIL 3323
- **CSC 5571: Special Advanced Laboratory (1-2 units)**
 - Prerequisite: Graduate standing and consent of instructor
- **CSC 5572: Special Advanced Activity (1-2 units)**
 - Prerequisite: Consent of instructor
- **CSC 5666: Advanced Machine Learning (4 units)**
 - Prerequisite: DATA 4610 or CSC 4667
- **CSC 5820: Computational Linguistics (4 units)**
 - Prerequisite: CSC 4820
- **CSC 5870: Special Topics in Artificial Intelligence (4 units)**
 - Prerequisite: CSC 4880
- **CSC 5880: Artificial Intelligence (4 units)**
 - Prerequisite: CSC 4880
- **CSC 5887: Advanced Deep Learning (4 units)**
 - Prerequisite: CSC 4667 or DATA 4610
- **DATA 4720: Data Science Seminar (1 units)**
 - Prerequisite: DATA 3301
- **STAT 3820: Intermediate Statistical Computing with R (3 units)**
 - Prerequisites: STAT 1810; and STAT 1220 or STAT 3210 or STAT 3520
- **CSC 4891, CSC 4892, CSC 4893 and DATA 4720 can be taken for a combined total of up to 4 units.**

iv. total units required to complete the degree

120

v. if a master's degree, catalog copy describing the culminating experience requirement(s)

N/A

4. Curriculum

(These requirements conform to the WSCUC 2013 Handbook of Accreditation)

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved. (WASC 2013 CFR: 1.1, 1.2, 2.3)

Response:

Institutional (University) Learning Outcomes (ILOs)

Graduates of an undergraduate program at Cal Poly should be able to:

1. Think critically and creatively
2. Communicate effectively
3. Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
4. Work productively as individuals and in groups
5. Use their knowledge and skills to make a positive contribution to society
6. Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
7. Engage in lifelong learning

Program Learning Outcomes (PLOs)

Graduates of the B.S. Data Science program will have an ability to:

1. Analyze a complex data science problem and apply principles of statistics, computer science, mathematics, and a domain-specific field, such as health, engineering or application development, to identify data science- and data analysis-based approaches to solutions.
2. Design, implement, and evaluate a data-driven solution to meet a given set of analysis requirements.
3. Work with data of a wide range of volume, variety, velocity, and veracity.
4. Communicate data-driven insights effectively in a variety of professional contexts.
5. Attend to professional responsibilities and make informed judgments in data science practice based on legal and ethical principles.
6. Function effectively as a member or leader of a team engaged in activities appropriate to data science.

Student Learning Outcomes (SLOs)

1. Through hands-on, project-based work, students will be able to apply interdisciplinary principles of computer science, statistics, mathematics, and data analytics to develop effective solutions to complex problems.
2. Students will be able to design and implement computational solutions that evaluate data-driven systems, algorithms, and workflows and meet specified analytical and performance requirements.
3. Students will be able to work effectively with diverse data, including acquiring, cleaning, manipulating, and integrating structured and unstructured data using modern tools and computational frameworks.
4. Students will be able to communicate data science- and data analysis-based solutions and data-driven insights to a variety of audiences.
5. Students will be able to recognize and address professional, legal, and ethical responsibilities in data science, including issues of privacy, bias, and societal impact.
6. Students will be able to function effectively as both members and leaders in collaborative, cross-disciplinary projects that integrate computing, statistical modeling, and domain knowledge.
7. Students will be able to use calculus, linear algebra, optimization, and probability to model, analyze, and interpret quantitative data in scientific and applied contexts.

b. These program proposal elements are required:

- [Comprehensive Assessment Plan](#) addressing all assessment elements
- [Matrix](#) showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” ensures that all student learning outcomes are directly related to overall program goals and

represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

Response:

Comprehensive Assessment Plan for the B.S. Data Science

The assessment plan ensures the continuous improvement of the B.S. Data Science program by evaluating student learning, program effectiveness, and alignment with institutional and program learning objectives. This plan establishes mechanisms for measuring student progress and program success through direct and indirect assessment strategies.

Please also see Appendix E: Curriculum Assessment Matrix and Appendix F: Program Assessment Plan.

Our assessment plan is distributed across courses from CSC, MATH, STAT, and DATA. Please see Appendix F for a complete list of courses and their mapping to LOs. See Appendix G for the list of all required courses mapped to the PLOs. Assessment will include **the following direct and indirect assessment measures:**

Direct Assessment Measures

- Course-Embedded Assignments: Assignments in DATA 3301 and STAT 3520 assess students' ability to analyze data. In-class discussion and reflection on sustainable resource utilization in DATA 3301 (as example of assessment of ILO 6).
- Exams and Quizzes: Core knowledge assessments in MATH 2621 and DATA 4610.
- Projects & Presentations: Group-based machine learning projects (DATA 4620) test collaboration and technical expertise.
- Capstone Projects: DATA 4460 requires students to complete a comprehensive team-based project demonstrating their ability to apply principles of statistics, computer science, and mathematics to the design, implementation, and evaluation of data-driven solutions to complex data science problems; their ability to work with data of a wide range of volume, variety, velocity, and veracity; their ability to work respectfully and productively in a diverse team; and their ability to communicate solution designs, data analyses, and the ethical and legal considerations in the design.

Indirect Assessment Measures

- Student Surveys: Exit surveys capture students' self-assessment of skills and preparation.
- Course Evaluations: Course feedback from students ideally helps improve instruction in individual courses; if leveraged more carefully it could also improve curricular design.
- Alumni and Employer Feedback: Surveys from alumni and industry partners will gauge recent program graduates' ability in the workplace to demonstrate attainment of the PLOs: 1) to analyze complex data science problems through the application of principles of statistics, computer science, and mathematics, 2) to design, implement, and evaluate data-driven solutions, 3) to work with data to derive meaningful insights, 4) to communicate effectively in professional settings, 5) to make informed, ethical decisions in data science practice, and 6) to collaborate effectively as both team members and leaders in data science-related projects.
- Job Placement and Graduate School Admission Rates: Track student outcomes post-graduation.

Assessment Implementation Timeline

We will assess each PLO according to the following 5-year schedule:

Year	Activity
Year 1	Establish assessment committee; collect baseline data. Assess PLOs 1, 3
Year 2	Review curriculum mapping and student performance. Assess PLOs 2, 4
Year 3	Analyze trends and adjust instruction. Assess PLOs 5, 6, 1
Year 4	Gather alumni feedback and employer surveys. Assess PLOs 2, 3
Year 5	Comprehensive program review and updates. Assess PLOs 4, 5, 6

Continuous Improvement Process

- Semi-annual faculty meetings to review assessment findings and plan iterative curriculum adjustments based on data.
- External peer reviews every seven years as per Cal Poly program review processes, following first program review to take place in Years 4-5 after launch.

Final Notes

- Accreditation Compliance: The program aligns with WSCUC and adheres to CSU assessment policies.
- Faculty Development: Workshops and professional development to improve assessment practices.
- Resource Allocation: Periodic review of resources needed for program enhancement.

c. Indicate total number of units required for graduation.

Response:

120 units

- d. Include a justification for any baccalaureate program that requires more than 120 semester units or 180 quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

Response:

N/A

- e. If any formal options, emphases or concentrations are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

Response:

The BS Data Science program will include the following three concentrations. Required courses for each are listed above in Section 3.b.iii.

- Concentration in Mathematical Foundations
- Concentration in Statistical Modeling
- Concentration in Machine Learning Engineering

- f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

Response:

DATA 2000: Orientation to the data science major and its concentrations, introduction to the discipline of data science, connections between data science and computer science, mathematics, and statistics, applications of data science in case studies. This is a new 1 credit hour seminar class that will be offered to sophomores. It will discuss the different subfields of data science and provide information relevant to picking a concentration.

- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.
(WASC 2013 CFR: 2.2b)

Response:

Please see Appendix H: Course Offering Plan for an outline of the courses, number of sections, and instructors for the first three years. Core courses are included, with concentrations separated and in bold. This is a multidisciplinary major, composed of nearly all existing courses; further details on the course offering patterns for each of those courses can be found in the [2026-28 university catalog](#).

- h. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

Response:

N/A

- i. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.
(WASC 2013 CFR: 2.2b)

Response:

N/A

- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework.
(WASC 2013 CFR: 2.2b)

Response:

N/A

- k. For graduate degree programs, specify criteria for student continuation in the program.

Response:

N/A

- I. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Response:

As Data Science is an emerging discipline in higher education, there are relatively few established two-year Data Science programs in the California Community Colleges. There are several ways in which we can approach work with and articulation of CCC programs.

1. Community college A.S. degrees in Computer Science and Statistics share significant overlaps with the first two years of the B.S. Data Science Curriculum. After the program has been launched and is robust, we will work on establishing flowcharts that would allow students with CS or Statistics associate degrees from California community colleges to transfer into the B.S. Data Science program at Cal Poly. Our program will share C-IDs from Computer Science (CSC), Statistics (STAT), and Mathematics (MATH). For example, CSC C-IDs are CSC 1001 and CSC 2001. The lab components are not directly counted because the C-ID is only 3 semester units.

2. As community colleges pilot and enhance their Data Science programs, we will work on developing clear articulations of community college Data Science courses with Data Science courses offered at Cal Poly. Furthermore, Cal Poly is committed to working with transfer students and programs such as the CSU Transfer Success Pathways. We will continue to develop our relationships with nearby community colleges (Allan Hancock and Cuesta Community College) to explore the development of 2+2 curricula.

3. The annual National Workshop on Data Science Education (NWDSE) at UC Berkeley brings together UC, Cal State and CCC faculty for in-depth discussion of Data Science education. Some Cal Poly faculty are involved with the California Alliance for Data Science Education (CADSE) and actively participate in the work of NWDSE. We will use these to confer with administrators and faculty involved in Data Science education in California community colleges to develop a better understanding of the emerging trends in CCC Data Science education.

- m. Roadmaps. Provide a 4-year major and subprogram roadmap and a 2-year transfer roadmap for bachelor's degree programs or an appropriate year major roadmap for master's degree programs that outlines the suggested coursework students should complete each semester.

Response:

Please see Appendix I: Roadmaps

- n. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process). (WASC 2013 CFR: 1.8)

Accreditation Note:*Master's degree program proposals*

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

Fast-track proposals

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

Response:

Other than the university accreditation by WSCUC, the proposed program will not be accredited by another agency. Substantive change screening with WSCUC has been completed. No review is required.

5. Societal and Public Need for the Proposed Degree Program

- a. List other California State University campuses currently offering or projecting the proposed degree program; list neighboring institutions, public and private, currently offering the proposed degree program.

Response:**CSU Campuses**

- California Polytechnic State University, San Luis Obispo – *Cross-Disciplinary Studies Minor in Data Science* (undergraduate minor) – A campus-wide minor offered through the Statistics and Computer Science and Software Engineering departments, building data-analysis and computing skills across domains statistics.calpoly.edu.
- California Polytechnic State University, Pomona – *Minor in Data Science* – A minor open to all majors (through the CS department) focusing on programming, statistics, and data analysis fundamentals cpp.edu.
- CSU Long Beach – *Bachelor of Science in Applied Data Science* – An interdisciplinary data science major approved in 2024, designed to prepare graduates for data-intensive careers with strong programming, data analysis, and domain-application coursework csulb.edu/csulb.edu.
- CSU East Bay (Hayward) – *Bachelor of Science in Statistics (Data Science Concentration)* – A B.S. in Statistics where students may concentrate in Data Science, emphasizing hands-on data analysis and computation (small class sizes) csueastbay.edu.
- CSU Sacramento – *Bachelor of Science in Statistics (Data Science Emphasis)* – A B.S. in Statistics that offers an emphasis in Data Science, focusing on professional data-analysis software and real-world datasets csus.edu.
- San Diego State University (SDSU) – *Bachelor of Science in Statistics (Data Science Emphasis)* – A statistics degree with an optional emphasis in Data Science math.sdsu.edu. This emphasis provides students with advanced data analytical and computational skills for large datasets (including additional CS and advanced stats courses).
- CSU Monterey Bay – *Bachelor of Science in Statistics and Data Science* – An integrated B.S. major combining statistics with data science methods csumb.edu. (Also: *Minor in Data Science* – a supplemental minor to deepen data science knowledge alongside any major csumb.edu.)
- Cal State Northridge (CSUN) – *Minor in Data Science* – An undergraduate minor (23–26 units) in the Computer Science department covering probability/statistics, algorithms, programming, data structures, and a capstone project in data science catalog.csun.edu.
- Cal State San Bernardino (CSUSB) – *Minor in Data Science* – A 32-unit minor providing hands-on training in data science concepts and techniques, including statistical methodology and computing, open to students in any major catalog.csusb.edu.

- Cal State Maritime (CSU Monterey Bay) – *Minor in Data Science* – A newly introduced minor combining mathematics, statistics, and computer science for maritime and broader applications (e.g. machine learning for shipping, AI supply chains) csum.edu.

Other California Institutions

- UC Berkeley (public) – *Data Science, B.A.* – An interdisciplinary major (offered by the College of Computing, Data Science, and Society) that combines computation, statistics, and a chosen application domain. The program is highly flexible, allowing students to craft data science curricula that fit their goals cdss.berkeley.edu.
- UC San Diego (public) – *Data Science, B.S.* – A Bachelor of Science major whose focus is training students in predictive modeling, data analysis, computational techniques, and the societal/ethical aspects of data science catalog.ucsd.edu.
- UC Irvine (public) – *Data Science, B.S.* – A B.S. major integrating foundational statistics and computer science: first two years cover core stats and CS courses, then specialized topics (algorithms, machine learning, visualization, Bayesian stats, etc.), culminating in a year-long capstone project catalogue.uci.edu.
- UC Davis (public) – *Data Science, B.S.* – A new undergraduate program (launched Fall 2022) granting a B.S. in Data Science. It blends computer science, engineering, mathematics and statistics foundations, requiring both theoretical and applied coursework ucdavis.edu. (Students choose the “foundations” track, emphasizing the methodology and theory of data science.)
- UC Santa Barbara (public) – *Statistics and Data Science, B.S.* – A Bachelor of Science in Statistics with a special “Data Science” track. The department notes the B.S. in Statistics and Data Science provides extra preparation for the workforce and emphasizes rigorous quantitative skills pstat.ucsb.edu.
- UC Riverside (public) – *Data Science, B.S.* – An interdisciplinary Data Science major jointly housed in the Computer Science & Engineering and Statistics departments, with a curriculum drawing from both disciplines and including breadth courses (e.g. biology, economics) datascience.ucr.edu. (Also: *Minor in Data Science* – available campus-wide for students in any major datascience.ucr.edu.)
- UC Merced (public) – *Data Science and Computing, B.S.* – A B.S. major that empowers undergraduates to apply data science methods across any scientific domain. Graduates gain core skills in computing, statistics, machine learning, ethics and communication ucmerced.edu. *Data Science and Analytics, B.A.* – A B.A. major combining data science with applied social sciences (economics, political science, management). It covers the full data-analytics pipeline (data integration, visualization, inference) and includes a team capstone project ucmerced.edu.
- Stanford University (private) – *Data Science, B.S.* – An interdisciplinary B.S. successor to Stanford’s MCS major, focusing on mathematical foundations of data science, computation, optimization, modeling and statistics. Students take courses in Stats, Math, CS, and Engineering Science, learning core theory and new methodologies datasciencemajor.stanford.edu. *Data Science & Social Systems, B.A.* – An interdisciplinary B.A. major integrating statistical/computational methods with deep domain knowledge in the social sciences. Students gain expertise in data methods, social science, and ethics through a core curriculum and specialized pathways datasciencemajor.stanford.edu.
- University of Southern California (private) – *Data Science, B.A.* – A cooperative Bachelor of Arts degree (joint between Dornsife and Viterbi schools). It combines computer-based information systems, statistics, and computing to address organizational and social challenges. The 128-unit

program requires rigorous CS and math courses along with a domain “specialization” in the Dornsife College datascience.usc.edu.

- California Institute of Technology (private) – *Information and Data Sciences, B.S.* – An undergraduate major in Caltech’s Computing + Mathematical Sciences division. It treats “information and data sciences” as an interdisciplinary field spanning signal processing, algorithms, machine learning, etc. (Caltech has offered this major to train students in data acquisition, processing and analysis across domains cms.caltech.edu.)
- Harvey Mudd College (private) – *Emphasis in Data Science* – A cross-disciplinary emphasis (not a separate degree) that students in science/engineering/math majors can add. It consists of a coordinated set of courses (e.g. CS, probability, statistics, capstone) to ensure students learn data-scientific approaches and ethics in their fields hmc.edu.
- University of San Francisco (private) – *Data Science, B.S.* – A Bachelor of Science program (BSDS) combining computing and data analysis. It leverages San Francisco’s tech environment to train students in statistics, machine learning, and data management for careers in the evolving AI/data-driven economy usfca.edu.

- b. Describe differences between the proposed program and programs listed in Section 5a above.

Response:

The proposed BS in Data Science at Cal Poly San Luis Obispo distinguishes itself from existing programs in California through its breadth of interdisciplinary, career-focused concentrations and deep integration of mathematical, statistical, and engineering principles. While many current CSU and UC programs offer broad or single-track degrees in Data Science, Cal Poly’s proposed program is uniquely structured to support three distinct concentrations, allowing students to tailor their education toward specific professional or academic pathways.

Key differentiators include:

- A Mathematical Foundations concentration that provides a rigorous theoretical core, uncommon in most applied-focused programs.
- A specialized Statistical Modeling track, which emphasizes real-world impact and domain-specific data applications—an area not commonly offered as a full concentration elsewhere.
- An engineering-oriented option in Machine Learning Engineering which bridges the gap between data science theory and scalable, production-level implementation—this focus on engineering integration is particularly rare at the undergraduate level in California.

Overall, Cal Poly’s BS in Data Science stands out for its customizable and professionally aligned curriculum, blending technical depth with practical, interdisciplinary applications in a way few peer institutions currently match.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

Response:

Cross-Disciplinary Studies Minor in Data Science (undergraduate minor) – A campus-wide minor offered through the Statistics and Computer Science and Software Engineering departments, building data-analysis and computing skills across domains (statistics.calpoly.edu).

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

Response:

As part of the planning process for the proposed BS in Data Science, the proposers presented the degree structure and its three concentrations to the College of Engineering Industrial Advisory Board, which includes representatives from a range of technology, engineering, and analytics-focused companies. Advisory board members provided feedback on the relevance of the proposed concentrations to current industry needs, affirming the value of the specialized track in Machine Learning Engineering (and anticipated future tracks in Data Engineering and in Biomedical and Health Analytics). Their input helped validate the program’s alignment with workforce expectations and informed refinements to ensure graduates are well-prepared for diverse, data-intensive roles.

- e. Provide applicable workforce demand projections and other relevant data.

Note: *Data Sources for Demonstrating Evidence of Need*

[US Department of Labor, Bureau of Labor Statistics](https://www.bls.gov)

[California Labor Market Information](https://www.dir.ca.gov)

Response:

The proposed Bachelor of Science in Data Science at Cal Poly San Luis Obispo is well-aligned with robust national and state-level workforce trends indicating strong demand for data science professionals.

According to the U.S. Bureau of Labor Statistics (BLS), employment of data scientists is projected to grow 36% from 2023 to 2033, significantly faster than the average for all occupations. This growth is expected to result in approximately 20,800 job openings each year, driven by increased demand for data-driven decision-making across various industries.¹ According to the California Employment Development Department (EDD), employment of data scientists in California is projected to grow about 33% between 2022 and 2032, from 33,900 jobs to 45,000 jobs, resulting in roughly 3,440 annual job openings in the state.

The significant projected growth in data science roles underscores the relevance of Cal Poly’s proposed BS in Data Science. The program's diverse concentrations—including Machine Learning Engineering, Biomedical and Health Analytics, and Statistical Communication—are designed to equip graduates with specialized skills that meet the evolving needs of the data-driven workforce.²

¹ https://www.bls.gov/ooh/math/data-scientists.htm?utm_source=chatgpt.com.

² https://www.bls.gov/news.release/archives/ecopro_09062023.pdf?utm_source=chatgpt.com.

6. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

Response:

Evidence of strong student interest in the proposed BS in Data Science at Cal Poly San Luis Obispo is supported by multiple indicators at the national, statewide, and institutional levels:

1. Rising National and Statewide Interest in Data Science Careers

Nationally, data science is one of the fastest-growing fields, with the U.S. Bureau of Labor Statistics projecting a 36% increase in data scientist employment from 2023 to 2033—more than seven times the average job growth rate. In California, data-centric roles such as data scientists, machine learning engineers, and data engineers are consistently listed among the top emerging occupations according to the California Employment Development Department (EDD).

2. Growing Enrollments and Inquiries in Related Cal Poly Programs

At Cal Poly, there is clear evidence of student interest in data science:

- The existing Cross-Disciplinary Studies Minor in Data Science, jointly offered by the Statistics and Computer Science and Software Engineering departments, consistently fills to capacity or near capacity each academic year (AY).
 - AY2025-2026: 27 students
 - AY2024-2025: 31 students
 - AY2023-2024: 21 students
 - AY2022-2023: 16 students
- Enrollment demand for related majors such as Computer Science, Software Engineering, Statistics, and Biomedical Engineering remains high, with competitive admissions thresholds indicating more interest than available capacity.
- Student clubs and organizations focused on data science, machine learning, and AI, such as CS+AI, have seen rapid membership growth in recent years, further demonstrating extracurricular engagement in this field.

3. Community College Pipeline and Transfer Demand

Local California Community Colleges—such as Foothill College, Santa Monica College, and Diablo Valley College—have introduced Associate Degrees for Transfer (ADTs) in Computer Science as well as certificates in Data Science and Data Analytics, indicating a growing pipeline of students seeking to transfer into related bachelor's programs.

4. Professional and Industry Validation

Feedback from Cal Poly’s College of Engineering Industrial Advisory Board affirmed that data science is a high-demand field with excellent job prospects, and board members expressed enthusiasm for a program that aligns students with emerging industry needs. This industry support reflects a perceived strong return on investment for students pursuing the major.

Together, these indicators point to a high level of student interest and demand for a BS in Data Science at Cal Poly, especially one offering career-relevant concentrations and interdisciplinary preparation.

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to ensure all prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to ensure a diverse and qualified candidate pool.

Response:

1. Accessible Entry Points

The program is designed to reduce early academic barriers that disproportionately affect underrepresented students. It will not require a separate application beyond university admission, and introductory data science courses will be open to students from all majors. These accessible entry points will allow students with varying levels of prior exposure to computing and statistics to explore the field and transition into the major.

The B.S. in Data Science shares one of its entry points – CSC 1001/CSC 1001L with the B.S. in Computer Science, B.S. in Software Engineering, and B.S. in Computer Engineering. These two courses are also required for B.S. in Statistics and B.S. in Mathematics. The B.S. in Data Science degree brings the demand for this course, and for the subsequent CSC 2002/CSC 2002L up by the estimated two extra sections/year. While this is a significant increase in demand, ***the B.S. in Data Science program will be part of the planned growth in the computing majors*** (i.e., majors overseen by the departments within the Noyce School of Applied Computing), and is accounted for by the additional hiring of tenure-track faculty and full-time lecturers the CSSE Department did over the past 3-4 years (and is projected to continue with). Historically, the predecessor course for CSC 1001/1001L, CSC 101 (a 4-unit course comprising a lecture and a lab component), *has not served as a weed-out course* in any of the disciplines that require it. The course assumes no prior knowledge of computer science or computing, and it introduces all necessary concepts within the course itself. The CSSE faculty responsible for developing CSC 1001/1001L are committed to ensuring that this accessibility persists into the semester version of the course.

The B.S. in Data Science shares early coursework in statistics (STAT 1510) with the B.S. in Statistics and early coursework in mathematics (MATH 1264) with options in the B.S. in Computer Science and the B.S. in Software Engineering. STAT 1510 introduces statistical reasoning through statistical investigations. MATH 1264 begins a calculus sequence focused on contextualizing calculus for data science to support those students pursuing computing majors. Each of these courses provides scaffolded experiences in the context of applications to reinforce the purpose and value of the material to those new to the discipline.

2. Inclusive Curriculum and Representation

The curriculum will address topics such as algorithmic bias, data bias, responsible AI practices, culturally informed research methodologies, data justice, ethics in data science, and the societal impact of data to emphasize the importance of diversity and social responsibility in the field. Faculty will incorporate real-

world examples and case studies that reflect diverse communities, helping students see the broader relevance of data science across different populations and industries.

3. Supportive Learning Environment

The program will leverage Cal Poly’s existing support structures—such as peer mentoring, academic learning communities, and student organizations focused on data science and inclusion—to create a strong sense of belonging. The program will also utilize CSU’s existing support and strategic initiatives, such as the CSU Student Success Framework. Faculty will also receive support in adopting inclusive teaching practices, particularly in foundational courses where equity gaps most commonly arise. Data science students will be incorporated into existing frameworks for internship opportunities across CSC, MATH, and STAT.

These elements work together to foster a data science program that is not only academically rigorous but also inclusive, accessible, and socially aware. We will integrate data science students into existing tutoring environments and across the three departments (CSC, STAT, MATH) adapting those tutoring and learning assistance programs to support these new students. Working with Strategic Enrollment Management, student clubs, and summer programs, such as EPIC, will be leveraged to connect with prospective students, especially from underrepresented backgrounds. For example, collaborations with K–12 educators and regional community colleges will help build an inclusive pipeline into the program. In addition, faculty, peer mentors, and student organizations will also play an active role in recruitment by serving as visible ambassadors of the program, highlighting diverse role models and pathways into data science.

- c. For master’s degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

Response:

N/A

- d. Describe professional uses of the proposed degree program.

Response:

The proposed BS in Data Science at Cal Poly San Luis Obispo prepares students for a wide range of professional applications across industries where data-driven decision-making is critical. The program’s blend of mathematical, statistical, computational, and domain-specific skills enables graduates to contribute meaningfully in both technical and interdisciplinary roles.

Professional Uses of the Degree Include:

- **Technology and Software Development:**
Graduates can work as data scientists, machine learning engineers, or data engineers in tech companies, developing algorithms, predictive models, and data infrastructure to support scalable, intelligent systems.

- **Healthcare and Biomedical Analytics:**
The Data Science program prepares students in the skills necessary to analyze clinical, genomic, and public health data in roles such as clinical data analysts, biostatisticians, or health informatics specialists, supporting evidence-based care and innovation.
- **Business and Consulting:**
With training in statistical modeling and communication, graduates are well-equipped for roles such as business analysts, data consultants, or market researchers, helping organizations interpret complex data and inform strategy.
- **Finance and Risk Analysis:**
Data Science skills are increasingly essential in the finance sector for fraud detection, algorithmic trading, credit scoring, and risk modeling, supporting roles like quantitative analysts or data-driven financial consultants.
- **Government and Public Policy:**
Data science professionals play a growing role in analyzing large-scale data for policy evaluation, public services optimization, and civic technology. Graduates may serve as data analysts or research specialists in government agencies or non-profits.
- **Scientific Research and Engineering:**
The program also supports pathways into computational research, AI development, and data-intensive scientific domains, preparing students for roles in research labs or as technical staff in R&D environments.

With its multiple career-aligned concentrations, the BS in Data Science equips students not only with the technical expertise but also the collaborative and communication skills needed to thrive in complex, data-driven professional environments.

- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

Response:

Our plan is to admit FTFY cohorts of 24 for the first three years, then move to 48 FTFY in the 4th year and 72 in the 5th year. There will also be an opportunity for limited internal change of major. Please see the table below for projected data from years 1, 3, and 5.

	At Initiation (2027-28)	After 3 Years (2029-30)	After 5 Years (2031-32)
Number of Majors (Annual)	24	72	168
Number of Graduates (Cumulative)	-	5	48

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

7. Existing Support Resources for the Proposed Degree Program

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. **Note:** For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

Response:

Faculty Name	Rank and Appointment Status	Degree, Date, Field	Professional Experience	Affiliations with other Campus Programs
Paul Anderson	Professor	Ph.D., 2010, Computer Science and Engineering	10+ years teaching in CS and Data Science including curriculum development, Chair Data Science Curriculum Committee	Computer Science and Software Engineering (CSSE)
Alex Dekhtyar	Professor	Ph.D., 2000, Computer Science	25+ years teaching in CS and Data Science, co-founder of CDSM in Data Science, curriculum program development	CSSE
Foad Khosmood	Professor	Ph.D., 2011, Computer Science	15+ years teaching in Computer Science, Computer Engineering and Data Science, including curriculum development	CSSE, Computer Engineering (CPE)
Sumona Mukhopadhyay	Assistant Professor	Ph.D., 2018, Computer Science	5+ years teaching in computer Science and Data Science, including curriculum development	CSSE
Lubimir Stanchev	Professor	Ph.D., 2005, Computer Science	20+ years teaching in Computer Science and Data Science including curriculum and program development	CSSE
Jonathan Ventura	Associate Professor	Ph.D., 2012, Computer Science	12+ years teaching in Computer Science and	CSSE

			Data Science including curriculum development	
Kelly Bodwin	Associate Professor	Ph.D., 2017, Statistics	8+ years teaching Statistics and Data Science, including curriculum development	Statistics
Hunter Glanz	Professor	Ph.D., 2013, Statistics	10+ years teaching Statistics and Data Science including curriculum development	Statistics
Kevin Ross	Professor	Ph.D., 2006, Statistics	19+ years of teaching statistics and data science including curriculum development	Statistics
Allison Theobald	Assistant Professor	Ph.D., 2020, Statistics	6+ years teaching Statistics and Data Science	Statistics
Immanuel Williams	Assistant Professor	Ph.D., 2017, Education Psychometrics	8+ years teaching Statistics and Data Science	Statistics
Paul Choboter	Professor	Ph.D., 2002, Applied Mathematics	22+ years teaching mathematics and applied mathematics including curriculum development	Mathematics
Daniel Alejandro Cruz	Assistant Professor	Ph.D., 2019, Mathematics	12+ years teaching mathematics	Mathematics
Elena Dimitrova	Professor	Ph.D., 2006, Mathematics	20 years teaching mathematics including curriculum development	Mathematics

b. Describe facilities that would be used in support of the proposed program.

Response:

Current facilities in support of the BS in Data Science program include Rooms 38-122/122a - the Statistics computer lab and the side meeting room, which will be used for the Data Science Capstone (these spaces see current use for the DATA 451/452 and will continue being used in the same manner after the switch to semesters and the start of the BS in Data Science program). Additionally, several CSSE lab spaces, including but not limited to Rooms 14-301, 14-302, 20-127, 14-257, and 14-255, will be used for various CSC and DATA coursework that has a laboratory component.

Please also consult Appendix J: Strategic Enrollment Management Physical Space Assessment memorandum, from Joe Borzellino, Associate Vice President for Strategic Enrollment Management, dated October 8, 2025.

c. Provide evidence that the institution offers adequate access to both electronic and physical library and learning resources.

Response:

Cal Poly's Kennedy Library has just been reopened after a two-year renovation, and all BS in Data Science students will have physical access to it.

Cal Poly Library subscribes to the following publication databases and resources that will be relevant for the BS in Data Science program³:

- Digital Commons archives of faculty publications and graduate student theses
- ACM (Association for Computing Machinery) Digital Library
- Dissertations and Theses Global: The Sciences and Engineering Collection
- Dissertations and Theses Global: The Humanities and Social Sciences Collection
- Google Dataset Search
- Google Scholar
- IEEE/IIET Electronic Library
- JSTOR
- MathSciNet
- MIT Press Ebooks
- National Science Digital Library
- O'Reilly On-line Learning (formely – Safari books)
- Oxford Scholarship Online
- PubMed/PubMed Central
- Royal Society Digital Journal Archives
- SAGE Journals on-line
- SAGE Knowledge eBooks and eReference
- SpringerLink
- Statista
- Synthesis Digital Library of Engineering and Computer Science
- UNData
- Web of Science (all Databases)
- Web of Science (core Collection)

Combined with the free access to resources such as those listed below, the students in the BS in Data Science program will have sufficient library support at Cal Poly.

- The UCI Machine Learning Repository
- The Hugging Face
- Kaggle
- DBLP

Please also consult Appendix K: Library Support Memorandum provided by CENG Librarian Sarah Lester and BCSM Librarian Jeanine Scaramozzino, dated October 30, 2025.

d. Describe available academic technology, equipment, and other specialized materials.

Response:

³ <https://guides.lib.calpoly.edu/az/databases>

The CSSE department maintains a cluster of high-performance workstations in 20-127 (High-Performance Computing Lab) which runs a Jupyter Labs server that will be used in various required and tech elective courses for the BS in Data Science.

The Statistics department maintains a computer lab located in 38-122, which is furnished with 26+ workstations running a wide range of statistical packages (Jump, Minitab, RStudio) which are used in the STAT and DATA courses.

Cal Poly's Digital Transformation Hub, now part of the Noyce School of Computing has resources to provide AWS-supported compute (small, medium, and large AWS servers) on-demand to meet the instructional needs of the Data Science capstone, as well as other DATA and CSC courses that require such support.

8. Additional Support Resources Required

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

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

Response:

This program can be supported for the next 3-5 years with existing faculty and depending upon enrollment demand. Future funding, if available or awarded, would be determined in conversations with the provost, deans and departments.

The following table includes a range of tenure-track, lecturer, and staff resources needed for program launch and after Years 3 and 5.

	New Resources at Initiation	New Resources to Be Added After 3 Years	New Resources to Be Added After 5 Years
Tenure-Track Faculty (WTUs)	0-2.0	0-6.0	0-2.0
	Pending enrollment, up to 2.0 CS/STATS/DATA	Pending enrollment, up to 6.0 CS/STATS/DATA	Pending enrollment, up to 2.0 CS/STATS/DATA
Lecturers (WTUs)	0	0	0
	Existing lecturers will be utilized to teach in the program or may be supported by other means or methods.	Existing lecturers will be utilized to teach in the program or may be supported by other means or methods.	Existing lecturers will be utilized to teach in the program or may be supported by other means or methods.
Staff (FTE)	0-1.0	0-2.0	0-1.0

	New Resources at Initiation	New Resources to Be Added After 3 Years	New Resources to Be Added After 5 Years
	Up to: Two Directors at 12 WTUs	IST Support Staff; Program Admin Support	Advisor
Total Personnel Cost	\$0-\$462,000 (\$352,000 Faculty Salary and Benefits; \$50,000 Faculty Start-Up Packages; \$60,000 Assigned Time for Directors)	\$0-\$1,414,000 (\$1,056,000 Faculty Salary and Benefits; \$150,000 Faculty Start-Up Packages); \$128,000 IST/Technician; \$80,000 Program Admin Support)	\$0-\$498,000 (\$352,000 Faculty Salary and Benefits; \$50,000 Faculty Start-Up Packages); \$96,000 for Advisor)

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

Response:

Students from the program can be accommodated in existing sections of courses offered regularly by the Departments of Computer Science and Software Engineering, Mathematics, and Statistics. The exceptions are the following classes that will need additional lecture space: 1-2 sections of MATH 2621 and 1-2 sections of DATA 4460 (capstone). No special facilities are required.

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Response:

As previously described (and documented in Appendix K), the library currently has sufficient resources to support the program. Cal Poly's Kennedy Library currently subscribes to databases and resources that will be relevant for the BS Data Science program (listed in Section 7.c).

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

Response:

Consistent with ongoing conversations with ITS, the Computer Science and Software Engineering Department and Noyce School of Applied Computing are working on securing infrastructure to support existing data science and computer science courses.

The following new resources will be needed at initiation:

1. **Dedicated High-Performance Jupyter Labs Server**
 - **Purpose:** Provides better performance for student labs and courses.
 - **Estimate:** \$20,000 - \$25,000 for an enhanced server setup with upgraded specs.
2. **Advanced Compute Servers with GPU Access (for ML Projects)**
 - **Purpose:** Allows for more complex machine learning and data science projects.
 - **Estimate:** \$15,000 - \$20,000 per server. For three servers: \$45,000 - \$60,000.
3. **Enhanced Storage Solution with Cloud Integration**
 - **Purpose:** Supports large datasets, provides cloud access for capstone projects.
 - **Estimate:** \$15,000 - \$20,000 for expanded storage with cloud compatibility.
4. **Server Space for Deploying Multiple DBMS Servers**
 - **Purpose:** Allows flexibility in running Oracle, Postgres, MongoDB, MemSQL for coursework.
 - **Estimate:** \$5,000 - \$10,000 for server setup and licenses.
5. **Dedicated Full-Time ITS Staff**
 - **Purpose:** Ensures smooth operation and maintenance of infrastructure.
 - **Estimate:** \$60,000 - \$70,000 for a full-time staff member.
6. **Capstone Project Cloud Budget**
 - **Purpose:** Provides additional resources specifically for capstone projects.
 - **Estimate:** \$5,000 - \$10,000 annually.

We project an annual total facilities and equipment cost of \$150,000 – \$190,000.

9. Self-Support Programs

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

Response:

N/A

- b. Explain how state-support funding is either unavailable or inappropriate.

Response:

N/A

- c. Explain how at least one of the following additional criteria shall be met:
 - i. The courses or program are primarily designed for career enrichment or retraining;
 - ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
 - iii. The course or program is offered through a distinct technology, such as online delivery;
 - iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;

- v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.

Response:N/A

- d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

Response:

N/A

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

*Additional line items may be added based on program characteristics and needs.

Submit completed proposal packages to:

degrees@calstate.edu

Academic Programs, Innovation and Faculty Development
CSU Office of the Chancellor
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

Contact Us

Academic Programs, Innovation and Faculty Development

Brent M. Foster, Ph.D.

Assistant Vice Chancellor and State University Dean, Academic Programs

Phone (562) 951-4149

bfoster@calstate.edu

Academic Programs, Innovation and Faculty Development is on the Web: <http://www.calstate.edu/APP/>

Extended Education (Professional and International Education)

Mr. Leo Van Cleve

Assistant Vice Chancellor, Professional and International Education

Phone (562) 951-4790

lvancleve@calstate.edu



MEMORANDUM OF UNDERSTANDING

Data Science Program Structure

The Cal Poly College of Engineering (CENG) and the Cal Poly Bailey College of Science and Mathematics (BCSM) have jointly proposed a BS degree in Data Science. If approved, the proposed degree program may be run by two co-directors, one from each college. The degree program will not be housed within an existing department but will instead be a free-standing program jointly owned by the Bailey College of Science and Mathematics and the College of Engineering. Students will apply to and enroll as BCSM students and the program will be affiliated with the Noyce School of Applied Computing, in a similar manner to the Statistics Department. If/as applicable, each director will report to their respective dean (one for each college) with dotted line reporting to the Director of the Noyce School of Applied Computing.

If/as applicable, the data science faculty co-directors will work together to plan course schedules, monitor enrollments, and advise students. The data science program will have a curriculum committee which manages curriculum, and which reports to the program leadership (i.e., director or/if as applicable, co-directors). Faculty members wishing to affiliate with the data science program will have MOUs that define how their workload is split between their home department and the data science program. Affiliated faculty will go through the RPT process in their tenure home department, and the MOU will define how input from the data science program directors is incorporated into the review process.

As student enrollment grows, the program may transition to full department status, pending established processes and policies, most likely beginning at the point in time in which faculty are hired to directly support the degree program curriculum. In the event that a data science department is established it will be housed within the Bailey College of Science and Mathematics and fully affiliated within the Noyce School of Applied Computing, analogous to the Statistics Department.


Accepted and Agreed:


 Amy Fleischer (Nov 19, 2024 12:04 PST) 11/19/2024

Amy Fleischer Date
 Dean, College of Engineering


 Dean Wendt (Nov 19, 2024 12:08 PST) 11/19/2024

Dean Wendt Date
 Dean, Bailey College of Sciences and Mathematics


 Cynthia Jackson-Elmoore 11/20/2024

Cynthia Jackson-Elmoore Date
 Provost and Executive Vice President for Academic Affairs



CAL POLY

College of Engineering

Office: 805-756-2131

Fax: 805-756-6503

engineering.calpoly.edu

May 1, 2025

Re: New Program Proposal for the Bachelor of Science in Data Science

Dear Program Proposal Reviewers,

We are pleased to offer our enthusiastic support for the proposed Bachelor of Science in Data Science degree program, which is an interdisciplinary effort between the College of Engineering and the Bailey College of Science and Mathematics.


Building upon the two college's successful Cross-Disciplinary Studies Minor (CDSM) in Data Science, the proposed 120-unit Bachelor of Science in Data Science will produce graduates who possess the problem-formulation, statistical, computing, and decision-making skills to solve the world's most pressing problems, while advancing the exciting and fast-growing field of data science and analytics. Students will be equipped with the skills and qualifications necessary to pursue jobs as data scientists, data engineers, machine learning engineers, and data analysts in industry, academia, and government settings.

Importantly, the program has been designed to leverage existing courses, laboratories, and faculty expertise, ensuring efficient use of university resources. The program takes advantage of the involved colleges' and departments' experience of administering the CDSM in Data Science. A faculty program director will be appointed with assigned time support similar to that provided to program directors in other departments.


The addition of Bachelor of Science in Data Science degree program will significantly strengthen the academic offerings of the College of Engineering and the Baily College of Science and Mathematics and will further position the university as a leader in preparing students to tackle the technological challenges of tomorrow.

We strongly support this exciting new program and the opportunities it will provide for our students, faculty, and industry partners.

Sincerely,


Robert Crockett (May 7, 2025 12:49 PDT)

Robert Crockett
Interim Dean, College of
Engineering


Dean Wendt (May 7, 2025 12:53 PDT)

Dean Wendt
Dean, Bailey College of
Science & Mathematics


Christopher Lupo (May 8, 2025 16:18 PDT)

Christopher Lupo
Director, Noyce School of
Applied Computing

TO: Professor Joyce Lin, Professor Zoe Wood
FROM: Department of Mathematics Curriculum Committee
SUBJECT: B.S. Data Science Statement of Support
DATE: November 15, 2025

The Mathematics Department Curriculum Committee strongly supports the proposed Bachelor of Science in Data Science. The program, along with the mathematics courses it includes, has been reviewed and approved by the committee. This interdisciplinary degree integrates mathematics, statistics, and computer science to provide students with strong analytical and computational skills applicable to real-world data challenges.

The program aligns with the mission of the Mathematics Department and builds on our existing strengths in quantitative education. It fosters collaboration among departments and offers valuable opportunities for students and faculty alike. We view the implementation of this degree as a positive and timely addition to Cal Poly and the CSU system, and we strongly support its approval.



Professor Emily Hamilton, Curriculum Committee Chair

MEMORANDUM

March 18, 2026

TO: College of Engineering
FROM: Department of Computer Science and Software Engineering Curriculum Committee
SUBJECT: B.S. Data Science Statement of Support

The CSSE Curriculum Committee strongly supports the proposed Bachelor of Science in Data Science. The program and its curricular pathways have been reviewed and approved by the committee. This interdisciplinary degree integrates computer science, statistics, and mathematics to provide students with a strong foundation in programming, data analysis, machine learning, and data-driven problem solving. The curriculum is well structured, with a clear progression from core computing and quantitative skills to advanced topics and a culminating capstone experience.

The program's emphasis on applied learning, interdisciplinary collaboration, and ethical data practice supports the college's Learn by Doing mission, and its values of excellence, collaboration, and preparing students to make a positive societal impact. In addition, the program's topics of data ethics, justice, and bias are department and college priorities. The CSSE curriculum committee views this program as a timely and valuable addition that advances these shared missions and strongly supports its approval.



Assistant Professor April Grow, CSSE Curriculum Committee Chair

To: Professor Joyce Lin, Professor Zoe Wood

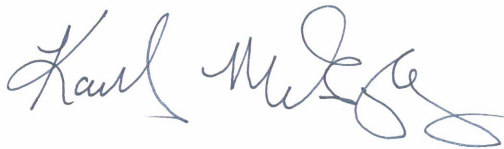
From: Department of Statistics Curriculum Committee

Subject: B.S. Data Science Statement of Support

Date: March 17, 2026

The Statistics Department Curriculum Committee strongly supports the proposed Bachelor of Science in Data Science. The program, along with the statistics courses it includes, has been reviewed and approved by the committee. This interdisciplinary degree integrates statistics, mathematics and computer science providing students with strong quantitative and computational skills preparing them for the real-world data challenges of today and tomorrow.

The BS in Data Science aligns with the mission of the Statistics Department and provides opportunities for collaboration among the participating departments. It also provides valuable opportunities for students and faculty. We view the implementation of this degree program as a positive step forward for Cal Poly and the CSU system. We strongly support the implementation of this degree program.

A handwritten signature in blue ink, appearing to read "Karen McGaughey". The signature is fluid and cursive, with a long, sweeping underline.

Professor Karen McGaughey, Statistics Curriculum Committee Chair

**CAL POLY**Bailey College of
Science & Mathematics**BCSM Curriculum Committee
MEMORANDUM****03/19/2026**

TO: Dr. Paul Anderson and Data Science Affiliated Faculty
FROM: Dr. Sandi Clement, Bailey College of Science & Mathematics Curriculum Committee Chair; Dr. Joyce Lin, Associate Dean, Bailey College of Science & Mathematics
COPIES: Dr. Andrew Morris, Executive Director, Academic Programs and Planning
SUBJECT: **B.S. Data Science – Statement of Support**

The Bailey College Curriculum Committee strongly supports the BS in Data Science. The program, as well as each course, has been reviewed and approved by the committee. The degree program offers a comprehensive curriculum with an emphasis in real world applications, with appropriate specializations that will benefit students in multiple disciplines and colleges. Students graduating with an BS in Data Science from Cal Poly State University, San Luis Obispo, will be prepared to contribute immediately upon entering the workforce.

The BS in Data Science provides an opportunity for both faculty and undergraduates to engage in cutting-edge curriculum that will enhance the offerings of Cal Poly, creating more opportunities for collaboration and contribution within university and beyond. We see the implementation of this degree program as a mechanism for growth while strengthening Cal Poly's capacity for research in artificial intelligence, big data analytics, and computational modeling. We strongly support the implementation of this degree program.

Sandi Clement (Mar 19, 2026 14:04:03 PDT)

Sandi Clement, BCSM Curriculum Chair

Joyce Lin (Mar 19, 2026 14:05:51 PDT)

Joyce Lin, Associate Dean, BCSM

**CAL POLY****MEMORANDUM****March 18, 2026**

TO: College of Engineering
FROM: College of Engineering Curriculum Committee
SUBJECT: B.S. Data Science Statement of Support

The CSSE Curriculum Committee has no objections to the proposed Bachelor of Science in Data Science. The program and its curricular pathways have been reviewed by the committee. This interdisciplinary degree integrates computer science, statistics, and mathematics to provide students with a strong foundation in programming, data analysis, machine learning, and data-driven problem solving. The curriculum is well structured, with a clear progression from core computing and quantitative skills to advanced topics and a culminating capstone experience.

The program's emphasis on applied learning and interdisciplinary collaboration supports the college's Learn by Doing mission, and its values of excellence, collaboration, and preparing students to make a positive societal impact.

Signature: *Bruce DeBruhl*

Email: bdebruhl@calpoly.edu

Bruce DeBruhl

Bruce DeBruhl
Professor, Computer Science and Software Engineering
Professor, Computer Engineering
Chair, College of Engineering Curriculum Committee




Memo_CENG_CC_DataScience(1)

Final Audit Report

2026-04-01

Created:	2026-04-01
By:	Bruce DeBruhl (bdebruhl@calpoly.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAjZYOkFLaODXwm5etC2dctOPVdZ0VYLCQ

"Memo_CENG_CC_DataScience(1)" History

-  Document created by Bruce DeBruhl (bdebruhl@calpoly.edu)
2026-04-01 - 5:47:07 PM GMT- IP address: 129.65.145.222
-  Document e-signed by Bruce DeBruhl (bdebruhl@calpoly.edu)
Signature Date: 2026-04-01 - 5:47:20 PM GMT - Time Source: server- IP address: 129.65.145.222
-  Agreement completed.
2026-04-01 - 5:47:20 PM GMT

From: John Hausaman <jhausaman@wscuc.org>
Sent: Wednesday, April 2, 2025 8:45 AM
To: Daniel Grassian <grassian@calpoly.edu>
Subject: Substantive Change New Program Request Determination



Dear ALO:

Thank you for submitting the Substantive Change New Program Request. Following a review of the information submitted, it has been determined that no substantive change review will be necessary for the proposed program.

Program Implementation Notification Required

You are required to confirm implementation of the program in order for the program or location to be listed on the WSCUC website for purposes of financial aid eligibility verification by the U.S. Department of Education.

Login to the [Accreditation Management Portal](#) and the Data Science as Active within 30 days of implementation. Failure to report implementation may result in the suspension of financial aid eligibility for enrolled students.

CONFIDENTIAL COMMUNICATIONS: This email and any files transmitted with it are intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination or other use of, or taking any action in reliance upon this information by persons or entities other than the intended recipient is strictly prohibited. If you received this message in error, please contact the sender at the WASC Senior College and University Commission immediately and delete the material.

P - prerequisite	I - introduced
------------------	----------------

SLO 1: Through hands-on, project-based work, students will be able to apply interdisciplinary principles of computer science, statistics, mathematics, and data analytics to develop effective solutions to complex problems.

SLO 2: Students will be able to design and implement computational solutions that evaluate data-driven systems, algorithms, and workflows and meet specified analytical and performance requirements.

Core

CSC 1001	P - prerequisite	P - prerequisite
CSC 1001L	P - prerequisite	P - prerequisite
CSC 2001	P - prerequisite	P - prerequisite
CSC 2001L	P - prerequisite	P - prerequisite
DATA 2000	I - introduced	I - introduced
STAT 1510	P - prerequisite	P - prerequisite
STAT 2610	I - introduced	I - introduced
STAT 3520	I - introduced	I - introduced
STAT 3530	D - developed	D - developed
MATH 1264	P - prerequisite	P - prerequisite
MATH 1265	P - prerequisite	P - prerequisite
MATH 1151	P - prerequisite	P - prerequisite
MATH 2031	P - prerequisite	P - prerequisite
MATH 2621	I - introduced	I - introduced
DATA 3301	D - developed	D - developed
DATA 4610	D - developed	D - developed
DATA 4620	M - mastered	M - mastered
DATA 4401	M - mastered	M - mastered
DATA 4460	M - mastered	M - mastered

PHIL 3322

PHIL 3323

PHIL 3327

Mathematical Foundations

MATH 2343	P - prerequisite	P - prerequisite
MATH 3055	I - introduced	I - introduced
MATH 3152	D - developed	I - introduced
MATH 3351	D - developed	D - developed

MATH 3622	D - developed	D - developed
MATH 3651	M - mastered	D - developed
MATH 4653	M - mastered	M - mastered

Statistical Modeling

STAT 1810	I - introduced	I - introduced
STAT 3820	D - developed	D - developed
STAT 4740	M - mastered	D - developed
STAT 4750	M - mastered	M - mastered
STAT 4760	M - mastered	M - mastered
STAT 4770	M - mastered	M - mastered
STAT 4780	M - mastered	M - mastered
STAT 4790	M - mastered	M - mastered
STAT 5550	M - mastered	M - mastered

Machine Learning Engineering

STAT 1810	I - introduced	I - introduced
DATA 3302		
CSC 3449	I - introduced	I - introduced
CSC 3665	D - developed	D - developed
CSC 3660	D - developed	D - developed
CSC 3662	D - developed	D - developed
CSC 4820	M - mastered	M - mastered
CSC 4880	D - developed	D - developed
CSC 4881	D - developed	D - developed
CSC 4888	M - mastered	M - mastered
CSC 4891	D - developed	D - developed
CSC 4892	D - developed	D - developed
CSC 4893	D - developed	D - developed
CSC 5571	D - developed	D - developed
CSC 5572	D - developed	D - developed
CSC 5666	M - mastered	M - mastered
CSC 5820	M - mastered	M - mastered
CSC 5870	D - developed	D - developed
CSC 5880	D - developed	D - developed
CSC 5887	M - mastered	M - mastered
DATA 4632	M - mastered	M - mastered
DATA 4720	I - intermediate	I - intermediate

MATH 2343	P - prerequisite	P - prerequisite
MATH 3152	I - introduced	I - introduced
MATH 3351	D - developed	D - developed
MATH 3622	D - developed	D - developed
MATH 3651	M - mastered	D - developed
MATH 4653	M - mastered	M - mastered
STAT 3820	D - developed	D - developed
STAT 4610	M - mastered	D - developed
STAT 4740	M - mastered	D - developed
STAT 4750	M - mastered	M - mastered
STAT 4760	M - mastered	M - mastered
STAT 4770	M - mastered	M - mastered
STAT 4780	M - mastered	M - mastered
STAT 4790	M - mastered	M - mastered
STAT 5530	M - mastered	M - mastered
STAT 5550	M - mastered	M - mastered

D - developed M - mastered

SLO 3: Students will be able to work effectively with diverse data, including acquiring, cleaning, manipulating, and integrating structured and unstructured data using modern tools and computational frameworks.

SLO 4: Students will be able to communicate data science- and data analysis-based solutions and data-driven insights to a variety of audiences.

SLO 5: Students will be able to recognize and address professional, legal, and ethical responsibilities in data science, including issues of privacy, bias, and societal impact.

P - prerequisite
 P - prerequisite
 P - prerequisite
 P - prerequisite
 I - introduced
 I - introduced

I - introduced I - introduced

I - introduced
 D - developed

P - prerequisite

D - developed	D - developed	I - introduced
D - developed	D - developed	
M - mastered	D - developed	D - developed
M - mastered	D - developed	D - developed
M - mastered	M - mastered	M - mastered

D - developed	M - mastered
D - developed	M - mastered
D - developed	M - mastered

P - prerequisite
 P - prerequisite
 P - prerequisite
 I - introduced

D - developed	I - introduced
D - developed	
M - mastered	

I - introduced	I - introduced	I - introduced
D - developed		
D - developed		I - introduced
M - mastered		I - introduced
M - mastered		
M - mastered		
M - mastered		
M - mastered		
M - mastered		

I - introduced	I - introduced	I - introduced
D - developed	D - developed	
P - prerequisite		
D - developed		
D - developed		
D - developed		
M - mastered		
D - developed		I - introduced
D - developed		I - introduced
M - mastered		
D - developed		
D - developed		
D - developed		
D - developed		
D - developed		
M - mastered	D - developed	
M - mastered		
D - developed		
D - developed	D - developed	I - introduced
M - mastered	D - developed	I - introduced
M - mastered	I - introduced	
	I - introduced	

SLO 6: Students will be able to function effectively as both a members and leaders in collaborative, cross-disciplinary projects that integrate computing, statistical modeling, and domain knowledge.

SLO 7: Students will be able to use calculus, linear algebra, optimization, and probability to model, analyze, and interpret quantitative data in scientific and applied contexts.

I - introduced

I - introduced

I - introduced

D - developed

P - prerequisite

P - prerequisite

P - prerequisite

I - introduced

D - developed

D - developed

D - developed

D - developed

D - developed

M - mastered

D - developed

M - mastered

M - mastered

M - mastered

I - introduced

I - introduced

D - developed

D - developed

I - introduced	D - developed
	M - mastered
	M - mastered

I - introduced
D - developed
M - mastered
M - mastered
M - mastered
M - mastered
M - mastered
M - mastered
M - mastered

	I - introduced
D - developed	

I - introduced

I - introduced

BS Data Science Degree Proposal – Comprehensive Assessment Plan

NOTES:

- In column D, courses named assess both PLO and SLO indicated in each row.
- In columns D through K, assessment mapping from each course listed addresses both PLOs in column B and SLOs in column C. However, given Cal Poly's assessment focus on PLOs rather than SLOs, we have included classes in column D that especially map to the relevant PLO.

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
1: Think critically and creatively	3: Work with data of a wide range of volume, variety, velocity, and veracity.	3: Students will be able to work effectively with diverse data, including acquiring, cleaning, manipulating, and integrating structured and unstructured data using modern tools and computational frameworks.	STAT 1510 STAT 3520 STAT 3540 DATA 4620 DATA 4401 DATA 4460 MATH 4653 STAT 4750 STAT 4760 STAT 4770 STAT 4780 STAT 4790 STAT 5550 STAT 3540 STAT 4366 CSC 4820 CSC 4888 CSC 5666 CSC 5820 CSC 5887	Quizzes and/or exams, course-embedded assignments; projects and presentations; capstone projects.	Exit student surveys and alumni and employer feedback will be given a 1-5 scale of satisfaction. Data from course assignments, course evaluations, and job placement and graduate school admissions rates will be recorded.	Information will be gathered each year for a five year cycle.	Exit survey alumni and employer feedback, course evaluations, job placement, graduate school admissions, course assignments and capstone project results will be tabulated over time to determine trends.	DS major - specific assessment committees to collect, interpret, and analyze; DS faculty to review and implement changes	Fall semester following data collection	Share assessment committees' analysis and interpretation with DS faculty to collaboratively develop relevant strategies, which might include revising course readings and/or assessment methods

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
			DATA 4632 CSC 5660 DATA 4632							
2: Communicate effectively	4: Communicate data-driven insights effectively in a variety of professional contexts.	4: Students will be able to communicate data science- and data analysis-based solutions and data-driven insights to a variety of audiences.	STAT 1510 STAT 3520 STAT 3540 DATA 4460 STAT 4366	Quizzes and/or exams, course-embedded assignments; projects and presentations; capstone projects.	Exit student surveys and alumni and employer feedback will be given a 1-5 scale of satisfaction. Data from course assignments, course evaluations, and job placement and graduate school admissions rates will be recorded.	Information will be gathered each year for a five year cycle.	Exit survey alumni and employer feedback, course evaluations, job placement, graduate school admissions, course assignments and capstone project results will be tabulated over time to determine trends.	DS major - specific assessment committees to collect, interpret, and analyze; DS faculty to review and implement changes	Fall semester following data collection	Share assessment committees' analysis and interpretation with DS faculty to collaboratively develop relevant strategies, which might include revising course readings and/or assessment methods
3: Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the	1: Analyze a complex data science problem and apply principles of statistics, computer science, mathematics, and a domain-	1: Through hands-on, project-based work, students will be able to apply interdisciplinary principles of computer science, statistics, mathematics, and data	STAT 1510 STAT 3520 STAT 3540 DATA 4620 DATA 4401 DATA 4460 MATH 3651 MATH 4653 STAT 4740 STAT 4750	Quizzes and/or exams, course-embedded assignments; projects and presentations; capstone projects.	Exit student surveys and alumni and employer feedback will be given a 1-5 scale of satisfaction. Data from course assignments, course evaluations, and job placement and graduate	Information will be gathered each year for a five year cycle.	Exit survey alumni and employer feedback, course evaluations, job placement, graduate school admissions, course assignments and capstone project results will be	DS major - specific assessment committees to collect, interpret, and analyze; DS faculty to review and implement changes	Fall semester following data collection	Share assessment committees' analysis and interpretation with DS faculty to collaboratively develop relevant strategies, which might include revising course

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
arts, sciences, and technology	specific field, such as health, engineering or application development, to identify data science- and data analysis-based approaches to solutions.	analytics to develop effective solutions to complex problems.	STAT 4760 STAT 4770 STAT 4780 STAT 4790 STAT 5550 STAT 3540 STAT 4366 CSC 4448 CSC 4820 CSC 4888 CSC 5666 CSC 5820 CSC 5887 DATA 4632 CSC 5660 CSC 5669 DATA 4632 CSC 5100		school admissions rates will be recorded.		tabulated over time to determine trends.			readings and/or assessment methods
4: Work productively as individuals and in groups	6: Function effectively as a member or leader of a team engaged in activities appropriate to data science.	6: Students will be able to function effectively as both members and leaders in collaborative, cross-disciplinary projects that integrate computing,	DATA 4460, CSC 2001L, DATA 4401	Quizzes and/or exams, course-embedded assignments; projects and presentations; capstone projects.	Exit student surveys and alumni and employer feedback will be given a 1-5 scale of satisfaction. Data from course assignments, course evaluations, and job placement and graduate	Information will be gathered each year for a five year cycle.	Exit survey alumni and employer feedback, course evaluations, job placement, graduate school admissions, course assignments and capstone project results will be	DS major - specific assessment committees to collect, interpret, and analyze; DS faculty to review and implement changes	Fall semester following data collection	Share assessment committees' analysis and interpretation with DS faculty to collaboratively develop relevant strategies, which might include revising course

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
		statistical modeling, and domain knowledge.			school admissions rates will be recorded.		tabulated over time to determine trends.			readings and/or assessment methods
5: Use their knowledge and skills to make a positive contribution to society	2: Design, implement, and evaluate a data-driven solution to meet a given set of analysis requirements.	2: Students will be able to design and implement computational solutions that evaluate data-driven systems, algorithms, and workflows and meet specified analytical and performance requirements.	STAT 1510 STAT 3520 STAT 3540 DATA 4620 DATA 4401 DATA 4460 MATH 4653 STAT 4750 STAT 4760 STAT 4770 STAT 4780 STAT 4790 STAT 5550 STAT 3540 STAT 4366 CSC 4448 CSC 4820 CSC 4888 CSC 5666 CSC 5820 CSC 5887 DATA 4632 CSC 5660 CSC 5669 DATA 4632	Quizzes and/or exams, course-embedded assignments; projects and presentations; capstone projects.	Exit student surveys and alumni and employer feedback will be given a 1-5 scale of satisfaction. Data from course assignments, course evaluations, and job placement and graduate school admissions rates will be recorded.	Information will be gathered each year for a five year cycle.	Exit survey alumni and employer feedback, course evaluations, job placement, graduate school admissions, course assignments and capstone project results will be tabulated over time to determine trends.	DS major - specific assessment committees to collect, interpret, and analyze; DS faculty to review and implement changes	Fall semester following data collection	Share assessment committees' analysis and interpretation with DS faculty to collaboratively develop relevant strategies, which might include revising course readings and/or assessment methods

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
			CSC 5100							
6: Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability	5: Attend to professional responsibilities and make informed judgments in data science practice based on legal and ethical principles.	5: Students will be able to recognize and address professional, legal, and ethical responsibilities in data science, including issues of privacy, bias, and societal impact.	DATA 4401, DATA 4460, DATA 4610, DATA 4620	Quizzes and/or exams, course-embedded assignments; projects and presentations; capstone projects.	Exit student surveys and alumni and employer feedback will be given a 1-5 scale of satisfaction. Data from course assignments, course evaluations, and job placement and graduate school admissions rates will be recorded.	Information will be gathered each year for a five year cycle.	Exit survey alumni and employer feedback, course evaluations, job placement, graduate school admissions, course assignments and capstone project results will be tabulated over time to determine trends.	DS major - specific assessment committees to collect, interpret, and analyze; DS faculty to review and implement changes	Fall semester following data collection	Share assessment committees' analysis and interpretation with DS faculty to collaboratively develop relevant strategies, which might include revising course readings and/or assessment methods
7: Engage in lifelong learning	1: Analyze a complex data science problem and apply principles of statistics, computer science, mathematics, and a domain-specific field, such as health,	7: Students will be able to use calculus, linear algebra, optimization, and probability to model, analyze, and interpret quantitative data in scientific and applied contexts.	STAT 1510, DATA 3301, DATA 4610, DATA 4460	Quizzes and/or exams, course-embedded assignments; projects and presentations; capstone projects.	Exit student surveys and alumni and employer feedback will be given a 1-5 scale of satisfaction. Data from course assignments, course evaluations, and job placement and graduate school admissions	Information will be gathered each year for a five year cycle.	Exit survey alumni and employer feedback, course evaluations, job placement, graduate school admissions, course assignments and capstone project results will be tabulated over	DS major - specific assessment committees to collect, interpret, and analyze; DS faculty to review and implement changes	Fall semester following data collection	Share assessment committees' analysis and interpretation with DS faculty to collaboratively develop relevant strategies, which might include revising course readings and/or

a	b	c	d	e	f	g	h	i	j	k
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course(s) where each SLO assessed</i>	<i>Assessment activity/ assignment to measure each SLO</i>	<i>Assessment tool used to measure outcome success</i>	<i>Assessment schedule</i>	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
	engineering or application development, to identify data science- and data analysis-based approaches to solutions.				rates will be recorded.		time to determine trends.			assessment methods

Examples of assessment activities: final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist. Other examples?

P - prerequisite	B - beginning
------------------	---------------

PLO 1: Analyze a complex data science problem and apply principles of statistics, computer science, mathematics, and a domain-specific field, such as health, engineering or application development, to identify data science- and data analysis-based approaches to solutions.

PLO 2: Design, implement, and evaluate a data-driven solution to meet a given set of analysis requirements.

Core

CSC 1001	P - prerequisite	P - prerequisite
CSC 1001L	P - prerequisite	P - prerequisite
CSC 2001	P - prerequisite	P - prerequisite
CSC 2001L	P - prerequisite	P - prerequisite
DATA 2000	B - beginning	B - beginning
STAT 1510	P - prerequisite	P - prerequisite
STAT 2610	B - beginning	B - beginning
STAT 3520	B - beginning	B - beginning
STAT 3530	I - intermediate	I - intermediate
MATH 1264	P - prerequisite	P - prerequisite
MATH 1265	P - prerequisite	P - prerequisite
MATH 1151	P - prerequisite	P - prerequisite
MATH 2031	P - prerequisite	P - prerequisite
MATH 2621	B - beginning	B - beginning
DATA 3301	I - intermediate	I - intermediate
DATA 4610	I - intermediate	I - intermediate
DATA 4620	A - advanced	A - advanced
DATA 4401	A - advanced	A - advanced
DATA 4460	A - advanced	A - advanced

PHIL 3322

PHIL 3323

PHIL 3327

Mathematical Foundations

MATH 2343	P - prerequisite	P - prerequisite
MATH 3055	B - beginning	B - beginning
MATH 3152	I - intermediate	B - beginning
MATH 3351	I - intermediate	I - intermediate
MATH 3622	I - intermediate	I - intermediate
MATH 3651	A - advanced	I - intermediate

MATH 4653	A - advanced	A - advanced
-----------	--------------	--------------

Statistical Modeling

STAT 1810	P - prerequisite	P - prerequisite
STAT 3820	I - intermediate	I - intermediate
STAT 4740	A - advanced	I - intermediate
STAT 4750	A - advanced	A - advanced
STAT 4760	A - advanced	A - advanced
STAT 4770	A - advanced	A - advanced
STAT 4780	A - advanced	A - advanced
STAT 4790	A - advanced	A - advanced
STAT 5550	A - advanced	A - advanced

Machine Learning Engineering

STAT 1810	B - beginning	B - beginning
DATA 3302		
CSC 3449	B - beginning	B - beginning
CSC 3665	I - intermediate	I - intermediate
CSC 3660	I - intermediate	I - intermediate
CSC 3662	I - intermediate	I - intermediate
CSC 4820	A - advanced	A - advanced
CSC 4880	I - intermediate	I - intermediate
CSC 4881	I - intermediate	I - intermediate
CSC 4888	A - advanced	A - advanced
CSC 4891	I - intermediate	I - intermediate
CSC 4892	I - intermediate	I - intermediate
CSC 4893	I - intermediate	I - intermediate
CSC 5571	I - intermediate	I - intermediate
CSC 5572	I - intermediate	I - intermediate
CSC 5666	A - advanced	A - advanced
CSC 5820	A - advanced	A - advanced
CSC 5870	I - intermediate	I - intermediate
CSC 5880	I - intermediate	I - intermediate
CSC 5887	A - advanced	A - advanced
DATA 4632	A - advanced	A - advanced
DATA 4720	I - intermediate	I - intermediate
MATH 2343	P - prerequisite	P - prerequisite
MATH 3152	B - beginning	B - beginning
MATH 3351	I - intermediate	I - intermediate
MATH 3622	I - intermediate	I - intermediate

MATH 3651	A - advanced	I - intermediate
MATH 4653	A - advanced	A - advanced
STAT 3820	I - intermediate	I - intermediate
STAT 4610	A - advanced	I - intermediate
STAT 4740	A - advanced	I - intermediate
STAT 4750	A - advanced	A - advanced
STAT 4760	A - advanced	A - advanced
STAT 4470	A - advanced	A - advanced
STAT 4480	A - advanced	A - advanced
STAT 4790	A - advanced	A - advanced
STAT 5530	A - advanced	A - advanced
STAT 5550	A - advanced	A - advanced

I - intermediate A - advanced

PLO 3: Work with data of a wide range of volume, variety, velocity, and veracity.

PLO 4: Communicate data-driven insights effectively in a variety of professional contexts.

PLO 5: Attend to professional responsibilities and make informed judgments in data science practice based on legal and ethical principles.

P - prerequisite
 P - prerequisite
 P - prerequisite
 P - prerequisite
 B - beginning
 B - beginning

B - beginning B - beginning

B - beginning
 I - intermediate

P - prerequisite

I - intermediate	I - intermediate	B - beginning
I - intermediate	I - intermediate	
A - advanced	I - intermediate	I - intermediate
A - advanced	I - intermediate	I - intermediate
A - advanced	A - advanced	A - advanced

I - intermediate	A - advanced
I - intermediate	A - advanced
I - intermediate	A - advanced

P - prerequisite
 P - prerequisite
 P - prerequisite
 B - beginning
 I - intermediate
 I - intermediate

B - beginning

A - advanced

B - beginning	B - beginning	B - beginning
I - intermediate		
I - intermediate		B - beginning
A - advanced		B - beginning
A - advanced		
A - advanced		
A - advanced		
A - advanced		
A - advanced		

B - beginning	B - beginning	B - beginning
I - intermediate	I - intermediate	
P - prerequisite		
I - intermediate		
I - intermediate		
I - intermediate		
A - advanced		
I - intermediate		B - beginning
I - intermediate		B - beginning
A - advanced		
I - intermediate		
I - intermediate		
I - intermediate		
I - intermediate		
I - intermediate		
A - advanced	I - intermediate	
A - advanced		
I - intermediate		
I - intermediate	I - intermediate	B - beginning
A - advanced	I - intermediate	B - beginning
A - advanced	B - beginning	
	B - beginning	
P - prerequisite		
P - prerequisite		
B - beginning		
I - intermediate	B - beginning	

I - intermediate

A - advanced

I - intermediate

I - intermediate

I - intermediate

A - advanced

A - advanced

A - advanced

A - advanced

A - advanced

A - advanced

A - advanced

PLO 6: Function effectively as a member or leader of a team engaged in activities appropriate to data science.

I - intermediate

B - beginning

I - intermediate

I - intermediate

I - intermediate

I - intermediate

A - advanced

B - beginning

I - intermediate

B - beginning

B - beginning

B - beginning

BS Data Science: Data Engineering

1st Year - AY 2027-28					
Fall	Sections	Instructor	Spring	Sections	Instructor
STAT 1510	1	Ross	CSC 2001	1	Philbrick
CSC 1001	1	Siu	CSC 2001L	1	Philbrick
CSC 1001L	1	Siu	MATH 1265	1	Dimitrova
MATH 1264	1	Dimitrova	STAT 3520	1	Bodwin
Semester Total	4		Semester Total	4	

2nd Year - AY 2028-29					
Fall	Sections	Instructor	Spring	Sections	Instructor
STAT 1510	1	Ross	CSC 2001	1	Philbrick
CSC 1001	1	Siu	CSC 2001L	1	Philbrick
CSC 1001L	1	Siu	MATH 1265	1	Dimitrova
MATH 1264	1	Dimitrova	STAT 3520	1	Bodwin
MATH 1151	1	Choboter	DATA 3301	1	Anderson
DATA 2000	1	Dekhtyar	MATH 2621	1	Dimitrova
STAT 2610	1	Glanz	STAT 1810 (B,C)	1	Glanz
			STAT 3530	1	Williams
			MATH 2343 (A)	1	Choboter
Semester Total	7		Semester Total	8	

3rd Year AY 2029-30					
Fall	Sections	Instructor	Spring	Sections	Instructor
STAT 1510	1	Ross	CSC 2001	1	Philbrick
CSC 1001	1	Siu	CSC 2001L	1	Philbrick
CSC 1001L	1	Siu	MATH 1265	1	Dimitrova
MATH 1264	1	Dimitrova	STAT 3520	1	Bodwin
MATH 1151	1	Choboter	DATA 3301	1	Anderson
DATA 2000	1	Dekhtyar	MATH 2621	1	Dimitrova
STAT 2610	1	Glanz	STAT 1810 (B,C)	1	Glanz
MATH 2031 (A)	1	Choboter	STAT 3530	1	Williams
MATH 3351 (A)	1	Dimitrova	MATH 2343 (A)	1	Choboter
STAT 3820 (B)	1	Glanz	MATH 2031 (B,C)	1	Choboter
DATA 3302 (C)	1	Wright	CSC 3449 (C)	1	Migler
DATA 4610	1	Stanchev	MATH 3152 (A)	1	Choboter
			DATA 4620	1	Ventura
Semester Total	12		Semester Total	13	

Concentrations are noted thusly:

- (A) Mathematical Foundations
- (B) Statistical Modeling
- (C) Machine Learning Engineering

BS Data Science: Mathematical Foundations					
Advising Roadmap – Recommended Course Sequence					
Freshman Year (28 units)					
Fall	Units			Spring	Units
STAT 1510	3			CSC 2001	3
GE (1A)	3			CSC 2001L	1
MATH 1264 (2)	4			GE (1B)	3
CSC 1001	3			MATH 1265	4
CSC 1001L	1			STAT 3520	3
Total:	14			Total:	14
Sophomore Year (31 units)					
Fall	Units			Spring	Units
MATH 1151	3			DATA 3301	4
GE (3B)	3			MATH 2621	3
DATA 2000	1			MATH 2343	3
STAT 2610	3			GE (1C)	3
GE (5B)	3			STAT 3530	4
GE (5C)	1				
Total:	14			Total:	17
Junior Year (33 units)					
Fall	Units			Spring	Units
DATA 4610	4			DATA 4620	4
MATH 2031	3			GE (5A)	3
MATH 3351 (U2)	3			MATH 3152	4
GE (6)	3			GE (4A)	3
Ethics Elective (U3)	3			GE (4B)	3
Total:	16			Total:	17
Senior Year (28 units)					
Fall	Units			Spring	Units
DATA 4401	4			DATA 4460	2
MATH 3622	3			MATH 4653	3
MATH 3651	3			GE (U4)	3
GE (3A)	3			Elective	2
Elective	2			MATH 3055	3
Total:	15			Total:	13
				Total Units:	120

**CAL POLY**Strategic Enrollment
Management

MEMORANDUM

10/8/25

TO: Paul Anderson, Professor, Department of Computer Science and Software Engineering
FROM: Joe Borzellino, Associate Vice President for Strategic Enrollment Management
SUBJECT: Physical Space assessment of Bachelor of Science degree in Data Science proposal

The following is a brief physical space assessment for the proposed Bachelor of Science degree in Data Science. This assessment is based on information provided by Paul Anderson of the Department of Computer Science and Software Engineering and has been reviewed by the scheduling office of the University Registrar.

Classroom/Lab Space:

1. The proposal indicates that the Bachelor of Science in Data Science program is a residential degree program that will serve a portion of the planned enrollment growth of the majors within the Noyce School of Computing. The proposal envisions, at full build-out, a major with 192-480 active students, depending on admitted cohort size.

Office Space:

1. Office space needs were not assessed, as that responsibility lies within Academic Affairs.

Summary: Estimates provided by the proposers indicate the non-GE impact on university classroom space to be approximately four additional sections of existing courses per term, one additional section of an existing course per year, and up to two additional sections of new courses per year. These estimates appear reasonable given the planned initial cohort sizes. GE space needs would be addressed through overall enrollment growth planning.

The Office of the Registrar has indicated that this proposal will not significantly burden university classroom resources although there is some uncertainty regarding the campus-wide impact on university classroom space due to semester conversion. The Registrar also notes that any future activity or laboratory offerings are expected to be offered in department- or college-controlled spaces.


CAL POLY

Robert E. Kennedy Library

MEMORANDUM

10/30/2025
TO:
FROM: Sarah Lester, College of Engineering Librarian and Jeanine Scaramozzino, Philip and Christina Bailey College of Science and Mathematics (BCSM) Librarian

COPIES: Nikki DeMotive, Senior Manager of Collections Strategy & Discovery
 Katherine O'Clair, Associate Dean for Academic Services
 Adriana Popescu, Dean, Library Services

SUBJECT: Library resources in support of proposed BS in Data Science

Kennedy Library's current collection can fully support the proposed BS in Data Science. As there is much overlap with existing courses, the library already provides access to content that supports Computer Engineering instruction and research. Detailed below is a selection of the relevant resources.

Description of Collections Supporting Data Science

Books and Journals

Kennedy Library has long preferred online books and journals for engineering. The libraries online collection includes access to journals from top publishers of engineering information including IEEE, ACM, Elsevier, Springer Nature, and numerous others. These online resources include highly ranked journals as well as access to books and technical handbooks.

Online journal and ebook collections include:

ACM Digital Library

ACM Digital Library covers the fields of computing and information technology. The full-text database includes the complete collection of ACM's publications, including journals, conference proceedings, magazines, newsletters, and multimedia titles.

IEEE Xplore (IEEE/IET Electronic Library)

The IEEE/IET Electronic Library provides access to full-text documents from publications in electrical engineering, computer science, telecommunications, electronics and related disciplines, including journals, ebooks, standards, and conference proceedings from the Institute of Electrical and Electronics Engineers (IEEE), the Institution of Engineering and Technology (IET), John Wiley & Sons, and MIT Press.

SpringerLink

SpringerLink hosts thousands of high quality peer-reviewed journals and e-books in the



natural sciences, medicine, engineering, business & economics, social sciences, architecture, food & nutrition, and environmental sciences.

ScienceDirect

ScienceDirect is Elsevier's platform for ebooks and peer-reviewed journals in the areas of physical sciences and engineering, life sciences, health sciences, and social sciences and humanities.

Synthesis Digital Library of Engineering and Computer Science

Synthesis features 50- to 100-page e-books that synthesize important research or development topics across a broad range of engineering and computer science areas. More modular and dynamic than traditional print or digital handbooks, they are ideal entry points to new areas for researchers, advanced developers, and students.

O'Reilly Online Learning

O'Reilly Online Learning provides access to professional books on topics including UX design, leadership, project management, teams, agile development, analytics, and core programming. In addition to ebooks, learning paths, case studies, and video courses are available.

Research Databases

Compendex (Engineering Village)

Compendex is a comprehensive bibliographic database of scientific and technical engineering research, covering all engineering disciplines. It includes millions of bibliographic citations and abstracts from thousands of engineering journals and conference proceedings.

Inspec (Engineering Village)

Inspec is a comprehensive index to global literature in electronics, computer science, physics, electrical, control, production and mechanical engineering. Includes INSPEC Thesaurus, Classification Codes and other specialized search aids.

Dissertations & Theses Global: The Sciences and Engineering Collection

A comprehensive collection of dissertations and theses in the fields of science and engineering.

Web of Science

Web of Science (Core Collection) provides a single search across Arts & Humanities Citation Index, Science Citation Index, and Social Sciences Citation Index. Additional Web of Science databases are easily accessible.



Research and Instructional Support

In addition to the collection resources provided by the library. The College of Engineering Librarian maintains a [Computer Science and Engineering Research Guide](#) and the BCSM Librarian maintains a guide on [Mathematics and Statistics](#), both provide pointers to relevant databases and resources. The library's primary search tool, OneSearch is useful in helping students identify relevant books and resources in the collection. Students and faculty can get personal help from their College Librarian via email, in person, or over Zoom depending on preferences and availability. The library provides 24/7 Live Chat supported by well-trained students and librarians. Faculty can also request library research instruction sessions with their College Librarian.

Wednesday, April 15, 2026 at 6:27:18 AM Pacific Daylight Time

Asunto: ASCC Approval of DATA-BS and Concentrations

Fecha: miércoles, 15 de abril de 2026, 3:45:47 a.m. hora de verano del Pacífico

De: John H. Walker

A: Paul E. Anderson, Aaron Keen, Andrew A. Schaffner, Benjamin P. Richert

CC: Jerusha Greenwood, Shannon Sullivan-Danser, Andrew D. Morris, Catalog

Hi, all,

The Academic Senate Curriculum Committee has reviewed and approved the BS in Data Science and its concentrations.

- Mathematical Foundations
- Statistical Modeling
- Machine Learning.

Please add this e-mail to the appropriate appendix of the proposal as evidence of our approval.

Sincerely,

John

--

John H. Walker, Ph.D.

Professor, Statistics Department

Chair, Academic Senate Curriculum Committee

California Polytechnic State University

San Luis Obispo, CA, USA

Pronouns: he/him/his

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-____-26

RESOLUTION ON COURSE SYLLABI

Impact on Existing Policy: updates AS-644-06

- 1 WHEREAS, Campus Administrative Policy (CAP) 210.4 requires that faculty
2 provide a syllabus for each course section they teach; and
3
- 4 WHEREAS, Students need to have timely access to course information, expectations
5 and assessment methods, etc.; and
6
- 7 WHEREAS, AS-644-06 specifies that every instructor is required to make a course
8 syllabus available to each student at the first class meeting of the
9 term; and
10
- 11 WHEREAS, Faculty may distribute the syllabus to students in a variety of
12 ways (e.g., hard copy distributed during the first class meeting, an
13 electronic copy delivered via campus email, and/or posted to the
14 course page in the campus LMS (Canvas), etc.)
15
- 16 WHEREAS, Faculty are required to spend a portion of the first class meeting
17 discussing the course syllabus (CAP 210.4.6.2); and
18
- 19 WHEREAS, Faculty shall communicate the course learning outcomes to students,
20 and may use the syllabus, the campus LMS (Canvas), or other means
21 appropriate to do so (AS-739-12, CAP 210.4.6.1); and
22
- 23 WHEREAS, Faculty have final responsibility to determine grading criteria and grading
24 judgement (CAP 210.4.6.3); and
25
- 26 WHEREAS, Faculty have the right, with notice to students, to alter scheduled course
27 assessments, the course calendar, deadlines or other parts of the syllabus
28 (that do not change the course learning outcomes) during
29 the term (CAP 210.4.6.3); and therefore, be it

- 30 WHEREAS, it is commonly recognized that generative artificial intelligence and other
 31 automated systems are used in academic, professional, and creative
 32 contexts; and
 33
- 34 WHEREAS, Faculty have final responsibility to:
 35
 36 ▪ determine the degree to which generative artificial intelligence and
 37 other automated systems use is permitted, limited, prohibited or
 38 required in the course; and
 39 ▪ identify applicable requirements for disclosure, acknowledgement,
 40 citation, sources or other documentation of such use; and
 41 ▪ determine whether assignment specific instructions may further
 42 restrict or authorize such use; and
 43
- 44 WHEREAS, students need clear course-level notice of academic integrity policies
 45 including the instructor’s policy regarding the use of generative artificial
 46 intelligence and other automated systems; and therefore, be it
 47
- 48 RESOLVED, that the Cal Poly Academic Senate supports this resolution on course
 49 syllabi, and be it further
 50
- 51 RESOLVED, Course syllabi shall at minimum include the following information or links to
 52 the information:
 53 • Instructor’s name and contact information
 54 • Office hours and office location and/or link for virtual office hours
 55 • Course title and description, (if applicable, indicate if course meets a
 56 GE, GWR, or USCP requirement)¹
 57 • Course learning outcomes or where they can be found²
 58 • Required texts, materials, technology, supplies. Supplementary
 59 materials if applicable.
 60 • Course policies (if applicable, attendance, late work & make-up
 61 policies, collaboration policies, academic integrity policies, etc.)³
 62 • Course policies governing the student use of generative artificial
 63 intelligence and other automated systems.³
 64 • Methods of assessment, evaluation and grading
 65 • To the extent possible, a tentative calendar of assignments and
 66 assessments⁴
 67 • Day/time of final assessment; and be it further
 68
- 69 RESOLVED, the above resolved clause be updated in the Campus Administrative
 70 Policies, Faculty Handbook, and Academic Programs and Planning
 71 Academic Policies webpage; and be it further
 72

73 RESOLVED, this policy shall be communicated to all faculty before the beginning of each
74 term by the Provost or their designee.

75
76 RESOLVED, this policy will be effective Fall 2026.

77

78

79

80

Proposed by: Academic Senate Instruction Committee

Date: April 28, 2026

¹ Course title and description should be included exactly as written in the Catalog.

² Course Learning Outcomes should be included exactly as written in the approved course proposal in CIM (Course Inventory Management).

³ Syllabus statements on course policies and use of generative artificial intelligence are found at: <https://ctlit.calpoly.edu/syllabus-statements>

⁴ For classes that are not listed in the class schedule as hybrid or online, if any portion of the class is planned for online delivery, that information should be provided to students as soon as possible and those days should be noted in the tentative course calendar as online modality.