



AGENDA

1. **Call to Order** [Greenwood]

2. **Approval of Minutes** [Greenwood]
 - 2.1. Executive Committee Meeting Minutes from May 5, 2026 pp. 3-8

3. **Communications and Announcements** [Greenwood]

4. **Written Reports**
 - 4.1. **Academic Senate Chair** [Greenwood]
 - 4.2. **President’s Office** [Haft] pp. 9-10
 - 4.3. **Provost** [Liddicoat] pp. 11-12
 - 4.4. **Statewide Senate** [Frame, Rein, & Stegner; Inoue & Senk] (none)
 - 4.5. **CFA SLO & Solano** [Kawamura, Sinha] (none)
 - 4.6. **ASI** [Cabeliza, Engel] p. 13

5. **Discussion Items**
 - 5.1. **[TIME CERTAIN: 3:30 p.m.] Support for the Business Administration, B.S. Self-Support Program** pp. 14-22
Damon Fleming, Dean of the Orfalea College of Business
 - 5.2. **Suspension of Accounting Minor** pp. 23-29
Damon Fleming, Dean of the Orfalea College of Business
 - 5.3. **[TIME CERTAIN: 4:20 p.m.] Global Perspectives Curriculum Pathway** pp. 30-31
Cari Vanderkar and Xiaoying Rong, International Advisory Council

6. **Business Items**
 - 6.1. **Resolution on Supporting an Academic Component for a Living Green Residential Community at Cal Poly San Luis Obispo**..... pp. 32-36
Anastasia Telesetsky, Academic Senate Chair
 - 6.2. **Resolution on the Modification of the Academic Senate Constitution**..... pp. 37-40
Jerusha Greenwood, Academic Senate Chair
 - 6.3. **Resolution on the Modification of the Academic Senate Bylaws**..... pp. 41-65
Jerusha Greenwood, Academic Senate Chair
 - 6.4. **Resolution on Stacked Courses** pp. 66-68
John Walker, Curriculum Committee Chair
 - 6.5. **Resolution on Proposed New Degree Program: Master of Science in Computer Engineering** pp. 69-143
Andrew Danowitz, Computer Engineering



CAL POLY
Academic Senate

Academic Senate Executive Committee Meeting Agenda

Tuesday, May 19, 2026 | 3:10 p.m. – 5:00 p.m.

6.6. Resolution on Archiving of Course Syllabi pp. 144-146
Kris Jankovitz, Instruction Committee Chair

7. Adjournment [Greenwood]



ATTENDEES

Executive Committee Members

Brian Ayash OCOB Caucus Chair; **Marc Cabeliza** ASI President; **Alyson Engel** ASI Board of Directors Chair; **Samuel Frame** Vice Chair & CSU Statewide Senator; **Jerusha Greenwood** Academic Senate Chair; **Thomas Gutierrez** Immediate Past Senate Chair; **Kara Hitchcock** PCS Caucus Chair; **Sean Hurley** CAFES Caucus Chair; **Taiyo Inoue** CSU Statewide Senator; **Lisa Kawamura** CFA-SLO Chapter President; **Al Liddicoat** Provost and Executive Vice President; ~~Elizabeth McNie~~ Solano Campus Representative; **Steffen Peuker** CENG Caucus Chair; **Steve Rein** CSU Statewide Senator; **Andrew Schaffner** BCSM Caucus Chair; **Sarah Senk** CSU Statewide Senator; **Dustin Stegner** CSU Statewide Senator; **Ava Wright** CLA Caucus Chair; **Vacant**: CAED Caucus Chair

Guests

Simone Aloisio; PJ Crocker; Takuto Doshiro; Rachel Fernflores; Daniel Grassian; George Hughes; Kris Jankovitz; Cheryl May; Jett Palmer; Zora Sowinska; Shannon Sullivan-Danser; Eduardo Zambrano

AGENDA

1. **Call to Order:** Jerusha Greenwood, Academic Senate Chair, called the meeting to order at 3:10 pm.
2. **Approval of Minutes:**
 - 2.1. The Executive Committee Meeting Minutes from April 21, 2026, were approved.
3. **Communications and Announcements:** Jerusha Greenwood, Academic Senate Chair, announced that the language of the change of major policy has been modified to accommodate two different physical campus locations. On behalf of the Executive Committee, Thomas Gutierrez, Immediate Past Senate Chair, presented Shannon Sullivan-Danser, Academic Senate Analyst, with a gift of appreciation on behalf of the members for her work this past year.
4. **Written Reports**
 - 4.1. **Academic Senate Chair:** Jerusha Greenwood, Academic Senate Chair, reported that Samuel Frame, Academic Senate Vice Chair, and herself recently attended and appreciated the Cal Maritime Commencement.
 - 4.2. **President's Office:** Jennifer Haft, President Armstrong's Chief of Staff, submitted a [written report](#) (p. 6).
 - 4.3. **Provost:** Al Liddicoat, Provost, reported that he attended and enjoyed the Cal Maritime Commencement and Unity Ceremonies. He also submitted a [written report](#) (p. 7-8).
 - 4.4. **Statewide Senate:** Steve Rein, SLO Statewide Senator, reported a follow up on AB 2693, which had previously been PhD programs for San Diego State University but recently



underwent a language change and now focuses on Cal Maritime. The bill is no longer likely to be amended, and the ASCSU has changed their position to no position accordingly. A new set of ASCSU officers was elected and will begin June 1st, 2026, including Chair Adam Swenson, Vice Chair Robert Collins, Secretary Laura Talamante, James Pitts, and Meghan O'Donnell. Dustin Stegner, SLO Statewide Senator, reported an update from the Chancellor's General Education Advisory Committee (GEAC), primarily the possibility about reopening policies regarding GE breadth, objectives, and language. Additionally, the Chancellor's Office requested a meeting with GEAC members to discuss community college degrees in bad faith. There was also a memorandum created and signed by twelve deans of CSU Engineering programs requesting GE policy changes, either reducing systemwide requirements or increasing flexibility in the 120-unit cap. Robert Crockett, Cal Poly Interim Dean, was one of the twelve. The Academic Affairs Committee (AAC) proposed changes to Title V regarding degrees less than 120 units, including a bachelor's degree in education and a bachelor's degree in professional studies. AAC requested that these changes be returned for faculty consultation; however, Senator Rein noted that the Board of Trustees Education Policy Group has already passed this without consultation. Taiyo Inoue, Solano Statewide Senator, echoed the sentiment that the CSU is responding to both enrollment concerns and external competition by moving towards a unified systemwide front on issues like AI governance and labor concerns. Samuel Frame, SLO Statewide Senator, introduced a motion to replace Andrew Schaffner as a SLO Statewide Senator with José Navarro, Academic Senate Senator, to accommodate Schaffner's upcoming position as the CAFES Dean of Operations. [M/S/P to approve the Appointment of José Navarro \(CLA\) as a SLO Statewide Senator for AY 2026-2029.](#)

- 4.5. CFA SLO & Solano:** Lisa Kawamura, CFA-SLO President, reported on behalf of Aparna Sinha, CFA-Maritime President, that the CFA-SLO chapter is considering moving to the Cal Maritime payment schedule. Maritime is currently refusing pay for next month, and the administration has offered four days of additional work to cover healthcare costs with a three-year loan repayment. Kawamura also submitted a [written report](#) (p. 9-11).
- 4.6. ASI:** Marc Cabeliza, ASI President, and Alyson Engel, ASI Board of Directors Chair, submitted a [written report](#) (p 12).

5. Discussion Items

- 5.1. AY 2027-2028 Calendar Feedback:** Kris Jankovitz, Instruction Committee Chair presented a summary of the feedback on the recent draft of the 2027-28 calendar proposed by the President's Office ([Memo from Instruction Committee on the AY 2027-2028 calendar](#) and a [Summary Report on Feedback for Proposed AY 2027-2028 Calendar](#)). Jerusha Greenwood,



Academic Senate Chair, clarified the Executive Committee's role, which was to vote on mission of creating a memo to accompany their position on the calendar. Andrew Schaffner, BCSM Caucus Chair, mentioned the lack of flexibility that the 15-week calendar provides and presented the question of how to make any changes within these constraints. Sean Hurley, CAFES Caucus Chair, noted the simplicity of Year-Round Operations (YRO) on a quarter system. Steve Rein, SLO Statewide Senator, highlighted multiple issues, including a potential diminishment of the three-week winter break, Pell Grant eligibility waivers, and the importance of respecting Cal Maritime's calendar. Lisa Kawamura, CFA SLO President, asked about the possibility of certain students being privileged due to financial aid limits. She also noted a widespread lack of support for the calendar. Al Liddicoat, Provost, clarified that students will only be able to engage in two academic semesters, and therefore should be eligible for the same financial aid. Rachel Fernflores, Director of Semester Conversion, also clarified that Year-Round Pell Grants are available. Kara Hitchcock, PCS Caucus Chair, emphasized the tension in shared spaces between perceived possibilities for reconsideration during the consultative process between administration and the Senate. Dustin Stegner, SLO Statewide Senator, noted that the recent memo discussing this calendar continuously cited CAP 211, which is a quarter-based policy. Fernflores reported that a new CAP 211 policy for semesters has recently gone to the President's Office for approval. Taiyo Inoue, Solano Statewide Senator, expressed concern from Maritime faculty about Summer 2027 licensing issues and training ship accessibility, scheduling, and sea time. Al Liddicoat, Provost, noted that this calendar would not apply to the upcoming summer but reflects Summer 2028. Thomas Gutierrez, Immediate Past Senate Chair, advocated for passing along the entirety of the Instruction Committee's report. Gutierrez and Samuel Frame, Academic Senate Vice Chair, discussed point of order matters. Sarah Senk, Solano Statewide Senator, queried the tenability of 14-week calendars and the need for United States Coast Guard approval of any Maritime calendar changes. Provost Liddicoat clarified that the proposed calendar is 16 weeks and similar to Maritime's current calendar. Senator Rein introduced a motion to not endorse the calendar and attach the Instruction Committee's report; Vice Chair Frame seconded the motion. Schaffner mentioned the need to solicit an administrative response, and Gutierrez observed the absence of any explanation for the current calendar. Hitchcock reminded committee members of the significant amount of work and absence of support for staff and faculty during the quarter to semester conversion and stated a lack of readiness for YRO implementation within this context. M/S/P to not endorse the proposed AY 2027-2028 calendar and include the Instruction Committee's memo and summary report with this lack of endorsement.



5.2. Flock Cameras at Cal Poly: George Hughes, Associate Vice President, Public Safety, presented on the use of the Flock Camera System on Cal Poly’s campus. Hughes provided a [brief presentation](#) and took questions. Lisa Kawamura, CFA-SLO President, asked who can request audits, how to increase usage transparency, and the number of crimes solved since the implementation of Flock’s cameras. Hughes clarified that there is no record of the audit, and he does not have a total number of crimes solved, but that discussions are ongoing about how to publicly post logs. Thomas Gutierrez, Immediate Past Senate Chair, emphasized the need for increased clarity about the possibility of hacking Flock cameras and other security issues. Hughes mentioned the need for more discussions about ethical camera usage. Andrew Schaffner, BCSM Caucus Chair, cautioned against claiming that collecting car and license data is not tied to collecting personal data. He also questioned what data Flock cameras are making available to other exploits, such as getting into an assembly line. Alyson Englel, ASI Board of Directors Chair, noted the high number of student guest speakers at ASI Board Meetings advocating against Flock usage at Cal Poly. She also mentioned that one ASI Board member is drafting a resolution against using any Flock products, particularly cameras. Hughes also mentioned the lack of general support for Automatic Number Plate Recognition (ANPR) technology. Ava Wright, CLA Caucus Chair, questioned the risk-reward balance of having a surveilled campus and its constraints to privacy and freedom. She also asked about the live video cameras, and Hughes clarified that only recordings can be accessed. Brian Ayash, OCOB Caucus Chair, mentioned a disconnect and asked for the number of searches completed each week. Hughes acknowledged the high number of weekly searches and stated he did not have a specific number on hand. Jerusha Greenwood, Academic Senate Chair, said that she would forward any additional questions from the Executive Committee to George and Takuto.

5.3. GEGB Chair Recommendation for AY 2026-2030: Jerusha Greenwood, Academic Senate Chair, introduced a discussion surrounding recommendations for the General Education Governance Board (GEGB) Chair. Per the Academic Senate bylaws, recommendations from the GEGB and Executive Committee are forwarded to the provost, who ultimately appoints the chair. Samuel Frame, Vice Chair, reported that the GEGB unanimously endorsed recommending Bethany Conway (CLA) as the chair. M/S/P to recommend Bethany Conway (CLA) as GEGB Chair for AY 2026-2030.

6. Business Items

6.1. Appointment of Cindy Wang as OCOB Senator for AY 2026-2028: M/S/P to approve the Appointment of Cindy Wang as OCOB Senator for AY 2026-2028.



6.2. Appointment of Lisa Anderson as OCOB Senator for AY 2026-2028: M/S/P to approve the Appointment of Lisa Anderson as OCOB Senator for AY 2026-2028.

6.3. Faculty Appointments to Academic Senate Committees: M/S/P to approve the following slate of Faculty Appointments to Academic Senate Committees.

Joseph Cleary (CAED)

Budget and Long-Range Planning Committee (2026-2028)

Ian Wallace (Solano)

Diversity Committee (2026-2027)

6.4. Resolution on Student Perceptions of Learning Experience: Eduardo Zambrano (OCOB), Ad Hoc Committee on Student Perceptions of Teaching Effectiveness Questionnaires and Student Opinion Surveys representative, introduced a resolution on behalf of John Pan (CENG), Ad Hoc Committee Chair, which would establish a standing Academic Senate committee to oversee student feedback instruments and initiatives and charge the Faculty Affairs Committee with developing policy according to the Ad Hoc Committee's recommendations. M/S/P to agendize the Resolution on Student Perceptions of Learning Experience.

6.5. Resolution to Update Academic Dishonesty: Cheating and Plagiarism Policy to Include Generative Artificial Intelligence: Ava Wright, Ad Hoc Committee Chair, introduced a resolution which would update AS-722-10 to revise the cheating and plagiarism policy to include how generative artificial intelligence (AI) or other automated systems may be used. M/S/P to agendize the Resolution to Update Academic Dishonesty: Cheating and Plagiarism Policy to Include Generative Artificial Intelligence.

6.6. Resolution to Establish the Cal Poly Maritime Academic Council: Jerusha Greenwood, Academic Senate Chair, introduced a resolution to establish the Cal Poly Maritime Academic Council and determine membership requirements, election processes, responsibilities, and WTU assignments. M/S/P to agendize the Resolution to Establish the Cal Poly Maritime Academic Council.

6.7. Resolution on Supporting an Academic Component for a Living Green Residential Community at Cal Poly San Luis Obispo: Due to time constraints, this item was not discussed. This item will return at the next Executive Committee meeting on May 26.



7. Adjournment: Jerusha Greenwood, Academic Senate Chair, adjourned the meeting at 5:10 pm.

Minutes submitted by

Zora Sowinska

2026.05.19 Academic Senate Update from the Office of the President

Strategic Planning

We held an initial meeting with the Budget and Long-Range Planning Committee to discuss the next steps in refreshing the University Strategic Plan.

The current strategic plan was developed prior to the COVID-19 pandemic. While much of the vision remains relevant, it no longer fully reflects the breadth of the university's activities. As we celebrate our 125th anniversary and prepare for an ever-evolving future, we know that adaptability and effective planning are essential for continued success.

Refreshing and updating our strategic plan will allow us to align our priorities with the California State University's CSU Forward framework, the 2035 Campus Master Plan and to fully integrate the Cal Poly Maritime Academy into our goals and objectives. Our intent is to create a process to refresh the strategic plan that will be inclusive, grounded in shared governance, and mindful of the many initiatives currently underway across the university.

As part of the process, we will establish ongoing metrics and monitoring to ensure flexibility and accountability.

We will engage in preliminary planning over the summer and make a formal announcement about the planning process in the fall.

Commencement Ceremony: Honorary Degree and Presidential Medal Recipients

We are proud to bestow these honors to distinguished alumni and supporters during the upcoming 2026 Commencement:

- **William Frost**, Honorary Doctor of Humane Letters, Bailey College of Science and Mathematics
- **Mike Krukow**, Honorary Doctor of Humane Letters, Bailey College of Science and Mathematics
- **Steve Miller**, Honorary Doctor of Humane Letters, Bailey College of Science and Mathematics
- **His Excellency Abdul Azziz Al Ghurair**, Honorary Doctor of Humane Letters, College of Engineering
- **Charles (Chuck) L. Harrington**, Presidential Medal

The CSU Trustees award the Honorary Degree to individuals who have demonstrated excellence in areas that benefit CSU campuses, the state, nation, world and humanity. The Presidential Medal of Excellence is Cal Poly's highest honor, reserved for individuals who have made extraordinary and lasting contributions to the university and to society at large. It has only been granted a handful of times in Cal Poly history.

More details about the honorees will be shared in an upcoming Cal Poly Report.

Experience Earth Through the Eyes of an Astronaut

NASA astronaut and Cal Poly alumnus Victor Glover will return to his alma mater for an evening conversation exploring how spaceflight reshapes our understanding of Earth — and our shared responsibility to protect it.

During the conversation, Glover will reflect on his extraordinary journey — from his years as a Cal Poly student-athlete in football and wrestling, to his service in the U.S. Navy, and ultimately to his role as a NASA astronaut helping to shape humanity's return to the Moon. He will share insights on the Artemis mission, the importance of STEM education, leadership under extreme conditions, and the future of space exploration and life on Earth.

The event will take place On Monday, June 15, at 7:30 p.m. at the Performing Arts Center.

This community event is free to attend. Ticketing information will be available shortly. All faculty are warmly encouraged to attend.

Save The Date: Fall Convocation

As you prepare for the end of the academic year and whatever endeavor summer holds for you, we ask that you mark your calendar for the Annual Fall Convocation. In line with the new semester-based calendar, **Convocation will be held at 2 p.m. on Monday, August 17 in the Performing Arts Center.**

Self-Support Program Proposal

A proposed self-support bachelor's degree pathway is intended to expand access for additional Cal Poly–eligible students. The program maintains an identical curriculum to the existing degree and incorporates high-impact, co-curricular experiences focused on global business leadership.

The financial model has been refined to ensure Pell-eligible students have comparable costs to state-support programs, with a budget framework that includes instructional costs, scholarships, student support services, and high-impact practices.

The university is finalizing program structure and pricing, completing financial aid assumptions, and advancing the proposal through campus review and approval processes, while developing a phased implementation timeline aligned with enrollment planning.

BHEF Faculty Innovation Fellowship Recognition

Cal Poly faculty members David Askay, professor of Communication Studies, interim associate chair and faculty fellow with the Center for Innovation and Entrepreneurship, and Leida Chen, professor in the Management, Human Resources, and Information Systems Area in OCOB and an AI Faculty Fellow, have been selected as 2026 Fellows in the Business–Higher Education Forum (BHEF) Faculty Innovation Fellowship, a competitive national program focused on advancing student pathways and strengthening alignment between academic programs and workforce needs.

The BHEF Faculty Innovation Fellowship is a three-phase program that supports faculty in the design, development, and implementation of high-impact capstone projects. Through structured peer engagement, expert guidance, and employer partnership development, fellows build leadership and change-management capacity while advancing practices that extend beyond the classroom. The 2026 cohort includes 22 fellows from 20 institutions across 15 states, with a focus on innovations in AI skill development and work-integrated learning.

Dr. Askay and Dr. Chen will each develop capstone projects aimed at expanding applied learning opportunities, strengthening employer partnerships, and enhancing student preparation for a rapidly evolving workforce.

CSU Talent Exchange Grant Award

Cal Poly, in collaboration with CSU partners—Bakersfield, Channel Islands, Dominguez Hills, and Monterey Bay—has been selected for funding through the CSU Regional Pitch Contest to advance the CSU Talent Exchange (CSU-TX), an initiative designed to expand access to paid, high-impact experiential learning opportunities. The proposal was recognized for its strong cross-campus collaboration, alignment with the CSU Student Success Framework, and potential to improve student outcomes. The project will receive \$100,000 in grant funding to support initial implementation.

The CSU Talent Exchange addresses persistent barriers to equitable access to internships and early-career experiences by creating a more coordinated, systemwide approach. Employers recruiting across CSU campuses often encounter fragmented processes; this initiative will align systems, reduce

administrative barriers, and implement a unified, employer-facing model to expand participation and opportunity.

The pilot will focus on priority sectors including agriculture, food systems, energy, and clean technology—areas aligned with regional workforce demand and CSU institutional strengths. Grant funding will support cross-campus convenings, shared system design, and pilot implementation to increase paid placements and strengthen employer engagement, with outcomes informing potential systemwide scalability.

**ASI Elections**

- Congratulations to our new Chief of Staff, Weston Patrick. Weston is a 4th year Computer Science student, who has served as the Secretary of Community Relations this past year. He will be working alongside next year's ASI President, Tanner Schinderle.

Current Advocacy

- A student group met with Huron, the consulting agency that Cal Poly will be partnering with, last Tuesday to express concerns about YRO. Students from BCSM, CENG, CAFES, OCOB, and CLA were present.
- Most concerns shared were the lack of communication about the process and the negative impact that YRO would cause to student life and student clubs and organizations.

Upcoming Legislation

- Several resolutions are on their way to the ASI Board of Directors, on topics including:
 - Institutional Growth and “Learn By Doing” Ethos
 - Cal Poly’s Micromobility Policy
 - Expanded Market Distribution of Cal Poly Creamery Products
 - Course Registration Efficiency and Timely Four-Year Graduation
 - ALPR Camera Surveillance on Campus
 - Student Access to Faculty Office Hours
- Please feel free to ask questions about any of these, and we will keep the Senate updated as the resolutions make their way through the Board!



25 April 2026

Executive Committee
Academic Senate

Cc: Office of the Provost
Academic Programs and Planning

Re: Shared Governance Consultation for BSBA self-support program

Dear Senate Executive Committee:

The purpose of this letter is to summarize the shared governance consultation process undertaken for the proposed Bachelor of Business Administration (BSBA) self-support program.

Policy

Recent policy shifts at the CSU and changes to Executive Order 1099 (revised 13 March 2025) allow more flexible use of revenue from Professional and Continuing Education (PaCE) programs to support the broader university academic mission and provide flexibility in enrolling state-support and self-support student in common courses.

Two elements of EO 1099 are particularly relevant to the proposed BSBA self-support program. EO 1099 Article 2 (19) states self-support programs shall not supplant regular course offerings available on a non-self-support basis during the regular academic year; where “supplanting” is defined as reducing the number of state-supported course offerings while increasing the number of self-supporting versions of that same course at the same campus. EO 1099 Article 7 states self-support students and state-support students may be enrolled in the same academic courses with appropriate planning and procedures.

The enclosed BSBA self-support proposal form addresses the relevant policy matters and financial structure for the program.

Consultation

The curriculum for the BSBA self-support program is identical to the current state-support curriculum (semester version). Accordingly, no formal curriculum changes or approval process are needed. The BSBA self-support program is a business decision for the university, and the consultation process is focused on ensuring broad stakeholder engagement.

Consultation for the BSBA self-support program during Academic Year 2025-26 included multiple opportunities for faculty and stakeholder input. The strategy and preliminary structure for the BSBA self-support program were presented at the Orfaea fall conference and college-wide town hall meetings, allowing for broad awareness, questions, and initial feedback. In addition, the proposal was discussed in college leadership team meetings, where department chairs and administrative leaders

reviewed the proposal for alignment with strategic priorities, resource implications, and program viability.

Faculty curriculum governance consultation occurred through the Orfalea Undergraduate Programs Committee (UPC). The UPC is comprised of faculty from each academic area (department) in the college. The committee evaluated the purpose, opportunities, and risks of the BSBA self-support program.

University academic leadership consultation occurred through the Provost Deans Council. The university deans and Provost office leadership evaluated the program for alignment with strategic priorities, resource implications, and program viability.

Feedback from the consultation engagements was incorporated into revisions to strengthen the proposal. Collectively, the consultation process reflects a comprehensive and collaborative shared governance process, ensuring that the proposed program has been thoughtfully reviewed and informed by diverse perspectives.

I appreciate the opportunity to engage the Senate Executive Committee in consultation for the proposed BSBA self-support program.

Respect,

A handwritten signature in black ink, appearing to read 'D. Fleming', with a long horizontal flourish extending to the right.

Damon M. Fleming, PhD, CFA
Dean, Orfalea College of Business
Interim Deam, Extended, Professional, and Continuing Education

Enclosure:

Proposal Form: Adding a Self-Support Version of a Previously Approved State-Support Degree Program



Proposal Form:
Adding a Self-Support Version of a Previously
Approved State-Support Degree Program

Degree Designation (e.g., BA, MS, etc.)	BS
Campus Specific Degree Title	Business Administration
CSU Degree Title	BS in Business Administration
CIP Code (APP provides)	52.0201
CIP Code Degree Title (APP provides)	Business Administration
Requested Start Term	Fall 2027
College	Orfalea College of Business
Department	N/A
Proposer Name(s), Position(s), Email(s)	Damon Fleming, Dean, dmf@calpoly.edu

This form complies with the CSU “Modify an Existing Program: Adding a Self-Support Version of a Previously Approved State-Support Degree Program” guidelines (updated December 2023).

This program modification process is rooted in CSU EO 1099: Extended Education; Self-Supporting Instructional Courses and Programs (reviewed March 2025), [Section K, Article 11, Implementation Procedures](#): “Prior to implementation, all extended education instruction shall have been approved under procedures in place for state-supported instruction, and all academic policies governing self-supporting instruction shall be identical to or established under the same procedures as those governing state-supported instruction.”

Please provide:

1. Confirmation the existing state-support offering is not being supplanted.

The objective is to develop a 4-year Bachelor of Science in Business Administration (BSBA) self-support degree to serve more Cal Poly qualified students without displacing or competing with state-support enrollment. The program would complement existing academic pathways and increase bachelor’s degree attainment statewide consistent with the CSU student success framework.

The BSBA self-support program is designed to be an in-person learning experience with identical curriculum as the BSBA state-support curriculum, so accreditation approval is not required. CSU policy requires that self-support programs operate in a manner distinct from state-support programs to ensure there is no supplanting of CA resident enrollment. The BSBA self-support program will accomplish this by offering a unique global leadership focus that integrates BSBA degree requirements with two (2) engaged high-impact practices (e.g.,



study aboard; internships; research) during the program that leverage Cal Poly year-round operations (YRO). During year 1, self-support students would participate in cohort-based study abroad experiences focused on global business in locations such as the United Kingdom, Spain, and Czech Republic. During years 2 and 3, self-support students would engage in research and/or internships focused on global business in industries such as accounting, finance, and consulting.

There is no anticipated adverse impact on the enrollment of the existing Cal Poly BSBA state-support program given the robust applicant pool. For fall 2025, the BSBA state-support program received 8,680 first-time freshman applications, and approximately 616 students enrolled. The proposed self-support program would provide additional opportunities for Cal Poly eligible first-time freshman applicants to earn a BSBA degree.

The BSBA self-support program will increase opportunities for California residents to attend Cal Poly and earn a degree without a significant impact on enrollment at other CSU campuses. Data from the fall 2025 application cycle falls in line with historical data and suggests that students who are Cal Poly qualified but unable to gain admission due to limited capacity are most likely to enroll at the University of California (UC). Specifically, students who are qualified for the Cal Poly BSBA state-support program and not selected are most likely to enroll at UC Riverside, UC Santa Barbara, UC Santa Cruz, and UC Davis; the exception to this enrollment trend at the UC is San Diego State University. Some students also choose to leave California, with Indiana University being the top out of state choice last year.

2. Specification of the program's qualification(s) to operate as a self-support special session (per system policy). [Proposed program requirements and limitations are summarized on the final page of this form.]

The proposed program responds to sustained workforce demand for bachelor-prepared business professionals in California, particularly in the areas of management, accounting, entrepreneurship, supply chain, analytics, and information systems. Regional labor-market data and employer input demonstrate persistent shortages in these fields, with growth consistently above the state average. The existing BSBA state-support program is at enrollment capacity. Offered through self-support, this program expands access without displacing or competing with state-support enrollment. Offering additional BSBA self-support course sections would also expand the number of available sections to existing state-support students. Since the BSBA self-support curriculum is identical to the BSBA state-support curriculum, it would not require approval of the CSU Board of Trustees, WSCUC, or AACSB.

Cal Poly Extended, Professional, and Continuing Education (EPaCE) will work with Cal Poly Strategic Enrollment Management on the recruitment of students and the application process for the self-support program. The proposed BSBA self-support program is designed to be an on-campus, in-person learning experience.

3. Rationale for the new support mode.

California's economy relies heavily on business-trained professionals across technology, healthcare, manufacturing, government, small business development, and nonprofit sectors. Labor projections from the California Employment Development Department and U.S. Bureau of Labor Statistics show continuing demand for business graduates. Regional employers indicate persistent shortages in areas such as accounting, finance, business analytics, supply chain management, and information systems. The self-support format allows Cal Poly to serve qualified students without displacing or competing with state-funded enrollments. Instead, the program complements existing academic pathways and increases degree attainment statewide, consistent with the CSU student success framework. The self-support BSBA degree program can provide additional qualified Cal Poly applicants with an opportunity to pursue a Cal Poly business degree. The self-support per unit tuition model provides financial aid and scholarship opportunities similar to that currently provided to Cal Poly state-support students.

4. Detailed cost-recovery budget specifying student fees per unit and total student cost to complete the program.

The proposed BSBA self-support program follows a cost-recovery model that ensures financial sustainability and access for students.

The BSBA self-support program is a 120-unit degree program. The tuition fee per unit for the BSBA self-support program is set equal to Cal Poly non-resident tuition. The self-support tuition model provides financial aid and scholarship opportunities similar to that currently provided to Cal Poly state-support students. For example, the cost-recovery model provides scholarships that reduce the BSBA self-support tuition fee for Pell eligible students equal to the Cal Poly state-support Pell eligible students. Maintaining access for California residents is included in the model through scholarships at various levels based on residency and financial need. The cost-recovery model also includes scholarships for the students to engage in the required global leadership high-impact practices for the program. The cost-recovery figures below are based on year 1 for the program.

Program Overview

- **Total Units:** 120
- **Total Courses:** 40
- **Program Length:** Four (4) years
- **Minimum Enrollment:** 100 students

Student Fee Structure

- **Tuition per unit:** \$1,344
- **Total units per student:** 120
- **Total tuition per student:** \$161,308

Total Student Cost Breakdown

- **Cost per course (3 units):** \$4,032
- **Cost per year (30 units):** \$40,327
- **Full Program (120 units):** \$161,308

Enrollment and Revenue Projections

- **Cohort Size:** 100 students
- **Projected Program Revenue:** \$4,032,700 (year 1)

Cost-Recovery Model

The program will operate on full cost recovery, consistent with CSU self-support requirements. Tuition fees will cover:

- Faculty salaries and benefits
- Academic advising and related staff
- University support services
- Marketing, recruitment, admissions, and administration
- Scholarships

Tuition is set on a per-unit basis, which ensures that revenue and costs scale with enrollment. Faculty assignments are structured as onload. The faculty mix (tenure track and adjunct faculty) will maintain current tenure density metrics. Expenses are forecasted to deliver a complete Cal Poly undergraduate educational experience. High impact practices and facilities are forecasted at levels to provide opportunities to deliver on Cal Poly's Learn-by-doing ethos.

The budget projection model yields a positive net gain year 1. No state appropriations are required.

5. Anticipated enrollment.

The anticipated initial cohort is 100 students. The enrollment level is in line with the ability to offer sufficient course sections and other university services. Market research insights from prospective students and other stakeholders could positively impact the initial assumptions. The enrollment forecasts include a 3% annual attrition rate for each cohort.

6. Campus commitment to provide adequate faculty resources.

Cal Poly is committed to providing the necessary resources to ensure sufficient course sections are available for the self-support students and the educational experience is consistent with that of the state-support students. Resources include a mix of tenure-line and lecturer faculty in the Orfalea College of Business, College of Liberal Arts, and Bailey



College of Science and Mathematics. The target enrollment for year 1 requires three (3) full-time equivalent faculty (FTEF). In year 4, targeted enrollment requires 12 full-time equivalent faculty (FTEF). Two additional staff positions are budgeted to maintain the target student-to-advisor ratio for BSBA students and high-impact practice coordination. There are existing facilities to support the program.

7. Any anticipated impact on the existing state-support program.

There is no anticipated impact on the enrollment of the existing state-support program as described in prior sections of the proposal.

8. Disclosure of any 3rd party partners or vendors contracted to support the program.

None/not applicable.

DRAFT

Summary of Proposed Program Requirements and Limitations¹

1. Campuses are allowed to offer a self-support counterpart of a state-support degree program if all requirements in Extended Education (EE) system policy (and all relevant policies) are met and if CO approval is obtained. [EE Policy K Article 11.1](#).
2. Chancellor's Office approval is required prior to offering degree, certificate, and allowed credential programs within a service area traditionally served by another CSU campus. Proposals shall include evidence of both campus presidents' consent to the proposed location of operation and includes online instruction, and any outreach, recruitment and marketing conducting in conjunction with the program. [EE Policy B. Article 2.14](#).
3. CSU campuses shall not offer joint degree programs with out-of-country or out-of-state institutions. If a campus plans to offer a degree or credential program out of state or out-of-country, System policy on procedures offering programs outside California must be complied with, and a proposal must be approved by the Chancellor's Office. ([Procedures Governing Self-Support Programs Offered Outside the State of California](#))
4. CO approval is required prior to implementation, and any WSCUC substantive change proposals will also require a Chancellor's letter of approval before WSCUC approval.
5. The CSU mission, access and affordability remain important for self-support CSU degree programs and should be reflected in program pricing.
6. All recruitment and application materials for proposed programs must feature a qualification or statement that makes clear that admission and enrollment are subject to Chancellor's Office program approval and accreditation approval, if applicable.
7. Self-supporting special sessions shall not supplant regular course offerings available on a non-self-supporting basis during the regular academic year. ([Cal. Ed. Code 89708](#)) [EE Policy F. Article 6.1](#)

Accreditation: New Self-Support Programs and Related Substantive Changes

Self-Support programs are subject to the same approval processes that state-support proposals must undergo ([EE Policy C. Article 3.1](#)). As such, WSCUC accreditation proposals that address new or changed self-support degree programs require documentation of all applicable university approvals—including a Chancellor's Office authorization letter.

The associated WSCUC process will need a Chancellor's program authorization letter to complete the WSCUC review process. Campuses need not complete a separate CSU proposal but may submit the WSCUC Substantive Change proposal to the Chancellor's Office.

¹ The Summary and Accreditation sections here are taken directly from the CSU's "Modify an Existing Program: Adding a Self-Support Version of a Previously Approved State-Support Degree Program" [guidelines](#) (updated December 2023).

Degree Program Budget Projection Template

BS in Business Administration - 120 Units

3% Attrition Rate

4 year undergraduate program

*Sample program and figures.

	YR 1 - FY 27/28	YR 2 - FY 28/29	YR 3 - FY 29/30	YR 4 - FY 30/31	YR 5 - FY 31/32
Tuition and Fees per unit	\$ 1,344	\$ 1,406	\$ 1,470	\$ 1,500	\$ 1,531
Cohort 1 Number of students	100	97	94	91	
Units Students take in FY	30	30	30	30	
Cohort 2		100	97	94	91
Units Students take in FY		30	30	30	30
Cohort 3			100	97	94
Units Students take in FY			30	30	30
Cohort 4				100	97
Units Students take in FY				30	30
Cohort 5					100
Units Students take in FY					30
Total Units	30	60	90	120	120
Total number of students	100	197	291	382	382
Revenue					
Tuition & Fees	\$ 4,032,700	\$ 8,306,505	\$ 12,835,905	\$ 17,207,226	\$ 17,563,965
Total Revenue	\$ 4,032,700	\$ 8,306,505	\$ 12,835,905	\$ 17,207,226	\$ 17,563,965
Direct Expenses					
Faculty/Staff					
FT Tenure Track Faculty	\$ 224,311	\$ 455,150	\$ 692,712	\$ 937,199	\$ 965,315
FT Tenure Track Benefits	\$ 139,073	\$ 282,193	\$ 429,481	\$ 581,063	\$ 598,495
Adjunct Faculty	\$ 61,800	\$ 125,398	\$ 190,849	\$ 258,208	\$ 265,954
Adjunct Benefits	\$ 38,316	\$ 77,747	\$ 118,326	\$ 160,089	\$ 164,892
Staff	\$ 180,000	\$ 185,400	\$ 307,661	\$ 316,891	\$ 326,398
Staff benefits	\$ 111,600	\$ 114,948	\$ 190,750	\$ 196,472	\$ 202,366
Other Expenses					
University Support Services	Revenue % 15.0% \$ 604,905	\$ 1,245,976	\$ 1,925,386	\$ 2,581,084	\$ 2,634,595
Scholarships (CA resident)	20.0% \$ 806,540	\$ 1,661,301	\$ 2,567,181	\$ 3,441,445	\$ 3,512,793
Scholarships (need-based)	15.0% \$ 604,905	\$ 1,245,976	\$ 1,925,386	\$ 2,581,084	\$ 2,634,595
Scholarships (high-impact practices)	10.0% \$ 403,270	\$ 830,651	\$ 1,283,590	\$ 1,720,723	\$ 1,756,396
Promotion and Advertising	1.0% \$ 40,327	\$ 83,065	\$ 128,359	\$ 172,072	\$ 175,640
Total Direct Expenses	\$ 3,215,047	\$ 6,307,804	\$ 9,759,681	\$ 12,946,330	\$ 13,237,439
Operating Income/Margin	\$ 817,653	\$ 1,998,701	\$ 3,076,223	\$ 4,260,896	\$ 4,326,526
Indirect Expenses					
CSU Reimbursement @ x %	6% \$ 241,962	\$ 498,390	\$ 770,154	\$ 1,032,434	\$ 1,053,838
Campus Reimbursement @ x %	6% \$ 241,962	\$ 498,390	\$ 770,154	\$ 1,032,434	\$ 1,053,838
EPaCE Overhead @ x %	7% \$ 282,289	\$ 581,455	\$ 898,513	\$ 1,204,506	\$ 1,229,478
Other (program development)	1% \$ 40,327	\$ 83,065	\$ 128,359	\$ 172,072	\$ 175,640
Total Indirect Expenses	\$ 806,540	\$ 1,661,301	\$ 2,567,181	\$ 3,441,445	\$ 3,512,793
Total All Expenses	\$ 4,021,587	\$ 7,969,105	\$ 12,326,862	\$ 16,387,775	\$ 16,750,232
Net Gain/Loss	\$ 11,113	\$ 337,400	\$ 509,043	\$ 819,450	\$ 813,733

Loss Carry Forward

* Note: Some line items may not apply to all programs. Please adapt to program needs.
Tuition and enrollment numbers are examples only.

revised 11/2023

**CAL POLY**

Office of the Dean

ORFALEA COLLEGE OF BUSINESS

Damon M. Fleming, PhD, CFA
Dean and Professor of Accounting

Date: 3 October 2025

To: Al Liddicoat, Provost and Executive Vice President

From: Damon M. Fleming, Dean

CC: Andrew Morris, Jerusha Greenwood, Bruce Greenbaum, Rodney Mock

Subject: Suspension of the Accounting Minor

I support the recommendation of the Accounting and Law area faculty to suspend admission to the accounting minor effective immediately (see enclosed memo).

Rationale. The accounting minor places a burden on college resources and results in limited availability of accounting classes due to the high demand from the accounting concentration within the BS Business Administration and BS Economics degrees.

Process. The Accounting and Law area faculty voted to suspend the accounting minor after appropriate consultation. Future evaluations to reinstate or discontinue the accounting minor will involve faculty consultation per university policy.

Teach-out. All current students enrolled in the accounting minor will be able to complete the program under the current catalog requirements.

Enclosures:

Accounting and Law area suspension memo

MEMORANDUM

From: Rodney P. Mock (Chair of Accounting and Law)

Re: Suspension of Accounting Minor Admissions (AY 2025-2026)

Date: September 29, 2025

On September 29, the Accounting and Law faculty voted to suspend new applications to the Accounting Minor while the area undertakes a revision of its curriculum.

The Accounting Minor has been suspended due to a lack of resources and limited availability of accounting classes for minor students, caused by the high demand from Accounting concentration students within the Business Administration and Economics degrees, as well as the expansion of courses in the MBA program, the Maritime program, the Hancock program, and a possible Business Administration degree through Extended Education, all of which are placing additional demands on the area. Additionally, the minor currently requires completion of too many accounting courses, which contributed to the decision to suspend it temporarily.

Students who are currently enrolled in the minor will be able to complete their program under the existing requirements. Once resources permit, and there is room in the accounting classes, the area plans to revise the curriculum to reduce the number of accounting classes and create a more balanced minor.

Thursday, May 14, 2026 at 3:23:13 PM Pacific Daylight Time

Subject: RE: Accounting Minor suspension
Date: Tuesday, May 12, 2026 at 2:09:39 PM Pacific Daylight Time
From: John H. Walker
To: Jerusha Greenwood, Andrew D. Morris
CC: Angela Standifer
Attachments: image001.png, image002.png

Yes, ASCC recommends suspension.

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

From: Jerusha Greenwood <jbgreenw@calpoly.edu>
Sent: Tuesday, May 12, 2026 1:03 PM
To: Andrew D. Morris <admorris@calpoly.edu>; John H. Walker <jwalker@calpoly.edu>
Cc: Angela Standifer <astandif@calpoly.edu>
Subject: Re: Accounting Minor suspension

Hi John,

Do you have an update about the Accounting Minor suspension?

Thanks!

Jerusha

Jerusha Bloyer Greenwood, Ph.D.
Pronouns she/her/hers
Professor & Chair, Cal Poly Academic Senate
Experience Industry Management Department
College of Agriculture, Food & Environmental Sciences
Cal Poly, San Luis Obispo
jbgreenw@calpoly.edu
<https://eim.calpoly.edu/contact#jgreenwood>

[Spring 2026 Student Office Hours](#), in Person (11-257) or on [Zoom](#)
Monday: 2:00-2:50pm
Thursday: 11:00-11:50am
Or by appointment: [Schedule a Meeting](#)
Other advising resources:

CAFES Advising Center: cafesadvising@calpoly.edu
 Mustang Success Center: success@calpoly.edu

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I may be working at a different time than you, so please don't feel pressured to respond to this email outside your usual work hours.

From: Andrew D. Morris <admorris@calpoly.edu>
Date: Thursday, May 7, 2026 at 4:04 PM
To: Jerusha Greenwood <jbgreenw@calpoly.edu>; John H. Walker <jwalker@calpoly.edu>
Cc: Angela Standifer <astandif@calpoly.edu>
Subject: Re: Accounting Minor suspension

Hi Jerusha and John -

Thanks to both of you for your attention to this. Since we have no workable suspension policy, this does seem like an appropriate way to account for the curricular process and shared governance.

Also if there is no resolution, it would be nice to have a brief statement from you as chair, Jerusha, confirming that this ASEC decision does represent Senate approval. Then we would reach out to Catalog and request that they implement this change.

Best, Andrew

From: Jerusha Greenwood <jbgreenw@calpoly.edu>
Date: Thursday, May 7, 2026 at 2:58 PM
To: John H. Walker <jwalker@calpoly.edu>; Andrew D. Morris <admorris@calpoly.edu>
Subject: Re: Accounting Minor suspension

No resolution needed, but a memo from the ASCC stating whether or not you endorse the suspension. This helps inform the EC's decision.

Andrew, do you think that will be enough?

Thanks,
Jerusha

Jerusha Bloyer Greenwood, Ph.D.

Pronouns she/her/hers

Professor & Chair, Cal Poly Academic Senate

Experience Industry Management Department

College of Agriculture, Food & Environmental Sciences

Cal Poly, San Luis Obispo

jbgreenw@calpoly.edu

<https://eim.calpoly.edu/contact#jgreenwood>

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I may be working at a different time than you, so please don't feel pressured to respond to this email outside your usual work hours.

From: John H. Walker <jwalker@calpoly.edu>

Date: Thursday, May 7, 2026 at 2:56 PM

To: Jerusha Greenwood <jbgreenw@calpoly.edu>; Andrew D. Morris <admorris@calpoly.edu>

Subject: RE: Accounting Minor suspension

Thanks, Jerusha.

Will this need a formal resolution from the ASCC to the Senate approving the suspension? If so, I can draft one and submit to the EC next week.

If not, will an e-mail from me be enough to indicate ASCC's support for the suspension?

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

From: Jerusha Greenwood <jbgreenw@calpoly.edu>
Sent: Thursday, May 7, 2026 2:40 PM
To: John H. Walker <jwalker@calpoly.edu>; Andrew D. Morris <admorris@calpoly.edu>
Subject: FW: Accounting Minor suspension

Hi John,

Here's the memo from Damon about the accounting minor. Let me know if you have any questions. Thanks!

Jerusha Bloyer Greenwood, Ph.D.

Pronouns she/her/hers

Professor & Chair, Cal Poly Academic Senate
 Experience Industry Management Department
 College of Agriculture, Food & Environmental Sciences
 Cal Poly, San Luis Obispo
jbgreenw@calpoly.edu
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I may be working at a different time than you, so please don't feel pressured to respond to this email outside your usual work hours.

From: Damon M. Fleming <dmf@calpoly.edu>
Date: Monday, November 17, 2025 at 4:04 PM

To: Al Liddicoat <aliddico@calpoly.edu>

Cc: Andrew D. Morris <admorris@calpoly.edu>; Jerusha Greenwood <jbgreenw@calpoly.edu>; Bruce E. Greenbaum <bgreenba@calpoly.edu>; Rodney Patrick Mock <rmock@calpoly.edu>

Subject: Accounting Minor suspension

Hi Al:

Attached is a memo supporting the faculty recommendation to suspend the Accounting Minor offered at the SLO campus.

Andrew and Jerusha are copied to help facilitate any necessary curriculum governance processes.

Please let me know your questions.

Respect,

Damon

Damon M. Fleming, PhD, CFA

Dean and Professor of Accounting

Orfalea College of Business

California Polytechnic State University

Email: dmf@calpoly.edu



CAL POLY
Orfalea College of Business



CAL POLY

International Center

Global Perspectives Curriculum Pathway

Updated 4/2026 – International Advisory Council

Goal/Rationale:

Modeled after our existing sustainability-focused curriculum markers, establish an infrastructure for a “Global Perspectives Pathway” through the curriculum that would be based upon a coherent, themed, and cross-disciplinary set of *existing courses* that would provide our students an intellectual scaffolding for exploring global issues and skills to be more effective in global society.

Background:

Of keen interest to the International Advisory Council are the ways in which Cal Poly is providing an education that best equips graduates and the campus community at large to solve complex global challenges sustainably, ethically and inclusively ([Visioning Statement for Internationalizing Cal Poly](#)). This vision complements [Cal Poly's Strategic Plan](#) which articulates a vision that “Cal Poly will be the nation’s premier comprehensive polytechnic university, an innovative institution that develops and inspires whole-system thinkers to serve California and to help solve global challenges.”

Drawing on Cal Poly GE Program Learning Objectives, Diversity Learning Objectives and the [AAC&U Global Learning Values Rubric](#), we propose and ask the working group to codify the following Global Learning Outcomes (GLOs):

- **Global Self-Awareness** of one’s personal and national identity/ies in a global context, including through the perception of others.
- **Respectful Interaction** to develop and advocate for informed, ethical and appropriate action to solve complex global problems.
- **Perspective Taking** when evaluating and applying diverse perspectives to complex subjects in the face of multiple and even conflicting positions. This includes understanding of the global contexts of disciplines.
- **Understanding Global Systems** with deep and contextualized knowledge of at least one culture and/or nation beyond the US.

This effort is tied to the [CSU Student Success framework](#) in the following ways:

1. **Strengthening Career Readiness & Economic Mobility.** Fosters pathways to a global mindset even for those unable to travel. California has global economy (tech, agriculture, engineering) and by identifying GP courses, we are providing students with Learn by Doing in a global context, increasing their “Ready Day One” job market attractiveness.
2. **Creating Equitable Access to "High-Impact" Experiences.** Study abroad is a classic high-impact experience that often is financially out of reach for many Cal Poly students. The GP pathway can bring global to them here on campus.
3. **Fostering "Engaged Leaders and Members of Society".** The GP pathway may help students see their degree and local lives in terms of the backdrop of the world, the kind of "holistic growth" the CSU vision describes.
4. **Developing Clear "Curricular Pathways".** A formal Global Perspectives Pathway provides a sense of purpose and direction within students’ GE and elective choices.



Charge:

To accomplish this, the International Advisory Council puts forward the following recommendations for a working group to develop a potential framework:

1. Utilize the Global Learning Value Rubric established by AAC&U to **finalize global learning outcomes** for the pathway.
2. Develop a **framework for courses offering global perspectives content**. Other resources include work done by ACE on "[What are the Elements of an Internationalized Course?](#)"
3. Decide **processes for courses to be evaluated for meeting global learning outcomes**—both existing courses and courses proposed in the future.
4. Design the **pathway with a set number of courses and pre-approved global experiences**. Consider:
 - a. Courses in different subject areas to provide students with opportunities to make meaningful and coherent connections. All courses will be determined to meet the developed global learning outcomes and could be available to students choosing the pathway experience.
 - b. A capstone experience abroad or domestically (such as study abroad, global internship or international research)
 - c. Determine the outcome for the pathway – certificate, etc.
5. **Develop considerations for a cohort experience** in Global Perspectives considering a first-year experience seminar and/or block-enrolling students in a course sequence their first year.
6. Create a tool by which students, faculty, departments and staff can **search for courses with global perspectives content**.

Suggested Timeline:

Spring Quarter 2026

- Present to Academic Senate Executive Committee.
- Convene the working committee to review and finalize goals.
 - First objectives may include reviewing recommended global learning outcomes for Cal Poly.

Fall Semester 2026

- Further review and codify global learning outcomes for Cal Poly.
- Draft a framework for courses offering global perspectives content.
- Finalize the framework for “an internationalized course” and develop process for course evaluation.

Spring Semester 2027

- Finalize the pathway design with number of courses, experiences, and/or capstone projects with resulting achievement (certificate, etc.).
- Collaborate with Office of the Registrar on the search tool design and process.

2027-2028

- Launch Global Perspectives Pathway.

Adopted: XX/XX/2026

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA
AS-XXX-26

**RESOLUTION ON SUPPORTING AN ACADEMIC COMPONENT FOR A LIVING GREEN
 RESIDENTIAL COMMUNITY AT CAL POLY, SAN LUIS OBISPO**

- 1 WHEREAS, sustainability is a priority for Cal Poly as a member of the Association for the
 2 Advancement of Sustainability in Higher Education.
- 3 WHEREAS, Cal Poly has pre-existing residential living and learning communities but these
 4 have not yet been tested as places for extending sustainability education and
 5 learning.
- 6 WHEREAS, Cal Poly housing has expressed interest in improving sustainability outcomes
 7 within residential living.
- 8 WHEREAS, other institutions including UC Davis, UC Merced, UC Los Angeles, UC Berkeley,
 9 UC Santa Cruz, San Diego State, and Cal Poly Humboldt have living and learning
 10 opportunities related to sustainability.
- 11 WHEREAS, there is ongoing enthusiasm from students to create a residential living and
 12 learning community where there may be opportunity to earn 2 units of academic
 13 credit
- 14 WHEREAS, this is an opportunity to grow the student leadership for sustainability initiatives
 15 and to help create a culture of sustainability in the on campus residential
 16 communities.
- 17 WHEREAS, no individual college should have to provide start-up funding for developing this
 18 academic program because this is an interdisciplinary effort.
- 19 WHEREAS, all colleges should be able to contribute some human resources on a rotating
 20 basis to this effort to enhance sustainability learning in a residential setting.

- 21 RESOLVED: that the Academic Senate of California Polytechnic State University, San Luis
22 Obispo supports requesting financial resources (4 WTUs per faculty for 2 faculty
23 members for 2 semesters) from the University to support the involvement of
24 faculty in designing, implementing, and assessing a robust academic program for
25 the sustainability living and learning community that will be based in the
26 residences.
- 27 RESOLVED: that every College will contribute academic teaching staff at least every 3 years
28 to provide a variety of academic leadership and topics for the program.
- 29 RESOLVED: that a new 2 credit academic class “living and learning sustainability” will be
30 created for Fall 2026 if there is university support and may be implemented in
31 Fall 2026 if there is support from housing to designate a “living and learning”
32 center.

Proposed by: Academic Senate Sustainability Committee

Date: May 5, 2026

BACKGROUND INFORMATION

Here at Cal Poly learning is not constrained to the formal classroom. Students learn from their classes in the field, internships, and research jobs. They can also learn in their residential communities. Cal Poly has residential learning communities organized on the topics of leadership, social justice, honors students, PRIDE, TRIO achievers, and being substance free. For at least two years, students have expressed interest in developing a living and learning community (“Living Green”) around sustainability practices including supporting existing program such as “SLO the Flow” but also building out new initiatives. Other universities have developed such communities including UC Davis, UC Merced, UC Los Angeles, UC Berkeley, UC Santa Cruz, San Diego State, and Cal Poly Humboldt.

These communities are generally student-led and include programming advisors. Students expressed interest in building out a program located across half a floor of first-year housing (supporting 30-40 students) with one resident adviser and one academic adviser. The resident adviser selected for the position would facilitate 1-2 events per month, lead discussion connected to monthly themes, coordinate guest speakers, and track participation. Residents would be expected to attend events and contribute to the organizations and implementation of 1-2 substantial projects over the course of the year including 1 project for fellow residents and 1 project for the broader campus/community.

The academic adviser would be responsible for oversight of the proposed 2 credits assigned to students for fully participating and learning in the “Living Green” residential learning community over the course of two semesters. The units would be noted on final transcripts to signal academic validation of student commitment to sustainability education. The academic advisers would be responsible for regularly interacting with the students within the community, proposing speakers for monthly themes, setting assessment criteria for projects, and grading projects (including potentially monthly projects as well as semester long projects). This proposal is to state the Academic Senate’s support of this type of learning opportunity and to request university funding support for academic advisers to the Cal Poly SLO program (selected from faculty/teaching staff who teach sustainability-focused or sustainability-inclusive courses or have demonstrated sustainability knowledge in research/professional experience from 2 different colleges with colleges rotating the responsibilities over different years) each year to receive 2 WTUs per semester for a total of 8 WTUs per year. If Cal Poly Maritime adopts a similar program, additional funding will be requested for 1 faculty member.

Student Infographic from Winter Quarter 2026 presentation to Academic Senate Sustainability Committee

LIVING GREEN RESIDENTAL LEARNING COMMUNITY

Group



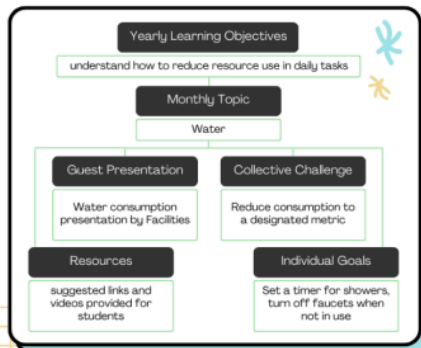
Alex Jerkins ARCH
Katie Allen LARCH
Megan Henderson ISLA
Mia Ben-Gal ENVM
Sam Almoney ARCH

Our project aims to establish a Residential Learning Community on the Cal Poly campus that focuses on sustainable living. This proposal aligns with Cal Poly's Sustainable Learning Objectives: it seeks to educate residents on climate literacy, human systems impacts on the environment, interdisciplinary collaboration and action, and civic responsibility. By teaching these things through a living environment, and not just through academic courses, it enables students to be further immersed in sustainable practices.

Learning Objectives

1. Foster **connection** between peers, living communities, and sustainable living practices.
2. Green RLC residents will develop skills that **support environmental sustainability**.
3. Understand the role they play in supporting a thriving, **engaging** housing community connected by a common goal.
4. Demonstrate **comprehension** in monthly topics throughout the year and beyond their first-year housing assignments.
5. Find a sense of **belonging** with sustainability-minded individuals.

Curriculum



Incentives for...

Cal Poly
Attract future student interest
Greater student engagement
Leader in the CSU system for sustainable implementation

Students
Sustainability Certification
Graduation Chord
Course Credit
Notation on Diploma

Logistics...

Where?
Yak?ib?u first-year dormitory - continuing energy, water, and waste metric competitions

Who?
First year students, with the guidance of paid resident advisors

How?
With the given curriculum, possible grants and funding, and participation of campus organizations

Why?
To provide students with actionable knowledge and promote Cal Poly as a sustainable leader

EDES 408 Project

Figure Description: Living Green Residential Learning Community Poster

This poster presents a proposal for a sustainability-focused residential learning community (RLC) for first-year students at Cal Poly. The program integrates sustainability into daily student life through education, collaboration, and hands-on activities.

Key learning objectives include building peer connections around sustainability, developing practical environmental skills, supporting an engaged housing community, and fostering long-term interest in sustainable practices.

The curriculum is organized into monthly themes such as water, energy, civic action, composting, food, recycling, consumption, and materials use. Activities include guest speakers, group challenges, shared resources, and individual behavior goals, such as reducing water use.

Incentives include increased student engagement and institutional leadership in sustainability for Cal Poly. Student benefits include sustainability certification, course credit, graduation recognition, and transcript notation.

The program would take place in first-year housing (Yak?it'ut'u), supported by resident advisors, and implemented through structured curriculum, campus partnerships, and potential grant funding. The goal is to provide actionable sustainability knowledge and position Cal Poly as a sustainability leader.

Adopted:

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

AS-___-26

RESOLUTION ON THE MODIFICATION OF THE ACADEMIC SENATE CONSTITUTION

1 WHEREAS, The Cal Poly San Luis Obispo campus will convert to a semester-based
2 schedule as of Fall 2026 in response to a mandate from the CSU
3 Chancellor’s Office; and

4 WHEREAS, The California State University Board of Trustees (CSU BOT) directed Cal
5 Poly and Cal Maritime to integrate and become one university by July 1,
6 2026; and

7 WHEREAS, One Cal Poly Academic Senate inclusive of faculty at the Cal Poly Solano
8 Campus was established as of July 1, 2025 (AS-989-25), and

9 WHEREAS, The Constitution of the Academic Senate must be updated to reflect
10 these changes; therefore be it

11 RESOLVED: That the Constitution of the Academic Senate be modified as shown on
12 the attached copy; and be it further

13 RESOLVED: That this resolution and the modifications go into effect immediately
14 upon adoption and positive result of the referendum vote by the general
15 faculty.

Proposed by: The Academic Senate Executive Committee

Date: May 29, 2026

CONSTITUTION OF THE FACULTY

Preamble

We, the faculty of the California Polytechnic State University, San Luis Obispo, and Solano Campuses (Cal Poly), in order to meet our academic responsibilities, hereby establish this *Constitution of the Faculty* for our governance. The responsibilities of the faculty, the powers necessary to fulfill those responsibilities, and the collegial form of shared governance are based on historic academic traditions that have been recognized by the people of the State of California through their legislature.

ARTICLE I. MEMBERSHIP OF THE GENERAL FACULTY

Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at Cal Poly and belong to at least one of the following entities: (1) full-time academic employees holding faculty rank whose principal duty is within an academic department, unit, or program; (2) faculty members in the Pre-Retirement Reduction in Time Base Program and Faculty Early Retirement Program; (3) full-time probationary and/or permanent employees in Professional Consultative Services as defined in Article III.1.b of this constitution; (4) full-time coaches holding a current faculty appointment of at least one year; (5) lecturers holding full-time appointments of at least one year in one or more academic departments, units, or programs; or (6) lecturers with a current assignment of 15 WTUs for at least ~~three~~two consecutive ~~quarters~~academic terms.

Members of the General Faculty, including department chairs/heads, shall not cease to be members because of any assigned time allotted to them for the carrying out of duties consistent with their employment at Cal Poly. "Visiting Personnel" shall not be members of the General Faculty. Members of the General Faculty who are on leave for at least one year shall not be voting members during their leave.

Non-voting membership in the General Faculty shall consist of all academic personnel not included in the voting membership.

ARTICLE II. RIGHTS, RESPONSIBILITIES, AND POWERS OF THE GENERAL FACULTY

Section 1. Rights of the General Faculty

The right of academic freedom is necessary for the pursuit and dissemination of truth and the maintenance of a free society. It is the obligation of the General Faculty to ensure the preservation of an academic community with full freedom of inquiry and expression and insulation from political influence.

Voting members of the General Faculty have the right to nominate, elect, and recall members of the Academic Senate and the right to call for, participate in, and vote at meetings of the General Faculty.

Section 2. Responsibilities of the General Faculty

The primary responsibility of members of the General Faculty is to seek truth and to encourage the free pursuit of learning in their peers and students. To this end, they devote their energies to developing and improving their scholarly competence. They make every reasonable effort to foster honest academic conduct and to ~~assure~~ensure that their evaluation of students and peers reflects true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for their private advantage, acknowledge significant assistance from them, and protect their freedom of inquiry.

Section 3. Powers of the General Faculty: Meetings, Initiatives, Referenda, and Recall

No regularly scheduled meetings of the General Faculty are provided for, but meetings of the General Faculty may be called by the University President or the Academic Senate Chair. Meetings of the General Faculty will be scheduled by the Academic Senate Chair upon receipt of a meeting request petition bearing the signatures of 10% of the voting membership of the General Faculty. The Academic Senate Chair presides at meetings of the General Faculty, and parliamentary procedure is in effect. Positions developed at meetings of the General Faculty must be ratified by initiative.

A majority of the voting members of the General Faculty in attendance at duly called General Faculty meetings is needed to propose an initiative to be put before the entire voting membership of the General Faculty. A majority of those voting in a mail or electronic ballot is needed to pass an initiative. Initiatives to amend this constitution shall be governed by Article IV.

Actions of the Academic Senate are subject to nullification by the voting membership of the General Faculty. Upon receipt of a referendum petition bearing the signatures of 15% of the voting faculty constituency, the Academic Senate Chair will conduct a mail or electronic ballot of the voting members of the General Faculty. A majority of those voting on a referendum is required to nullify the Academic Senate action in question. Recall of academic senators shall be provided for in the *Bylaws of the Academic Senate*.

ARTICLE III. THE ACADEMIC SENATE

Section 1. Membership

- (a) Colleges with fewer than 30 faculty members shall elect two senators. All other colleges shall elect three senators, plus one senator for each 30 faculty members or major fraction thereof.
- (b) Designated personnel in Professional Consultative Services (except directors) shall be represented in the Academic Senate by the formula of one senator per each fifteen members or major fraction thereof:
 - (1) Full-time probationary or permanent Librarians; and
 - (2) Full-time probationary or permanent (a) counselors; (b) student services professionals [SSP]: SSP I-academically related, SSP II-academically related, and SSP III-academically related; (c) SSPs III and IV; (d) Cooperative Education lecturers; and (e) physicians.
 - (3) Full-time coaches holding a current faculty appointment of at least one year.
- (c) Part-time lecturers in an academic department/teaching area and part-time employees in Professional Consultative Services, other than those who are members of the General Faculty as defined in Article I, will be represented by up to seven voting members in the Senate, of which no more than one will be from any college or from Professional Consultative Services.
- (d) Senators acting in an at-large capacity are the current Academic Senate Chair, the immediate Past Academic Senate Chair, and the CSU academic senators. ~~Additionally, for 2025-2026, there will be four at-large representatives from Cal Poly, Solano Campus.~~ All at-large positions shall be voting positions except for the Academic Senate Chair which is a nonvoting position except when the Chair's vote is needed to break a tie.

- (e) Ex officio, nonvoting members are (1) the President of the University or designee, (2) the Provost or designee, (3) one representative from among the academic deans, (4) the ASI President, (5) the Chair of ASI Board of Directors, and (6) the Vice President for Strategic Enrollment Management/Student Affairs.

Section 2. Powers and Responsibilities of the Academic Senate

Joint decision-making and consultation between the administration and the General Faculty have been recognized by the legislature of the State of California as the long-accepted manner of governing institutions of higher learning and are essential to the educational missions of such institutions. In order to participate fully in the process of joint decision-making and consultation with the administration, the Academic Senate is empowered to exercise all legislative and advisory powers on behalf of the General Faculty. These legislative powers shall include all educational matters that affect the General Faculty (e.g., curricula, academic personnel policies, and academic standards). Advisory powers shall include, but not be limited to consultation on budget policy, administrative appointments, determination of campus administrative policy, university organization, and facilities use and planning.

It is the responsibility of the Academic Senate to respond to requests for legislative action or advice from the President within sixty days of the receipt of such requests. On those occasions when the President disapproves Senate legislation, they s/he shall inform the Senate in writing within sixty days from the date of transmittal of the compelling reasons for disapproval. The President shall inform the Senate of the disposition of such matters upon which the Academic Senate has performed in its advisory capacity.

The Academic Senate has the right to present to the Chancellor or the Board of Trustees of the CSU any matter pertaining to the conduct and welfare of the University. The Academic Senate, through its Chair, is empowered to express the sentiments of the General Faculty.

The Academic Senate is empowered to adopt bylaws for its governance.

Section 3. Officers

The officers of the Academic Senate are a Chair, a Vice Chair, and a Secretary as provided for in the bylaws.

Section 4. Organization

The Academic Senate shall function through its standing and ad hoc committees as well as through floor discussion and debate. Enumeration of the committees and their responsibilities is specified in the bylaws. Meetings of the Academic Senate and its committees shall be called and conducted as specified in the *Bylaws of the Academic Senate*. Fifty percent (50%) plus one member of the Academic Senate membership constitutes a quorum.

ARTICLE IV. AMENDMENTS

Amendments to this constitution may be proposed by initiative in a meeting of the General Faculty (Article II, Section 3) or by resolution of the Academic Senate by a two-thirds majority of those present and voting.

Amendments to this constitution shall be adopted by a two-thirds majority of the votes cast by the voting members of the General Faculty. A referendum to amend this constitution shall be administered by the Academic Senate Chair within 45 days of the receipt of a duly submitted proposal.

Adopted:

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

AS-___-26

RESOLUTION ON THE MODIFICATION OF THE ACADEMIC SENATE BYLAWS

- 1 WHEREAS, The Cal Poly San Luis Obispo campus will convert to a semester-based
- 2 schedule as of Fall 2026 in response to a mandate from the CSU
- 3 Chancellor’s Office; and
- 4 WHEREAS, The California State University Board of Trustees (CSU BOT) directed Cal
- 5 Poly and Cal Maritime to integrate and become one university by July 1,
- 6 2026; and
- 7 WHEREAS, One Cal Poly Academic Senate inclusive of faculty at the Cal Poly Solano
- 8 Campus was established as of July 1, 2025 (AS-989-25), and
- 9 WHEREAS, AS-989-25 charged the academic senate with developing long-term
- 10 shared governance and representation plans in collaboration with the Cal
- 11 Poly administration to ensure Cal Poly Solano faculty are included in
- 12 shared governance at Cal Poly, and
- 13 WHEREAS, The bylaws of the Academic Senate must be updated to reflect these
- 14 changes; therefore be it
- 15 RESOLVED: That the bylaws of the Academic Senate be modified as shown on the
- 16 attached copy.

Proposed by: The Academic Senate Executive Committee

Date: May 19, 2026

BYLAWS OF THE ACADEMIC SENATE

I. INTRODUCTION

A. CONSULTATIVE PROCEDURES

1. Consultative procedures to be used by the Academic Senate must guarantee full participation by the faculty in the formulation of policies and procedures affecting academic governance.
2. The consultative process must provide adequate time for collection and dissemination of information, discussion, and formulation of recommendations.
3. Recommendations from the Senate shall normally be submitted to the President. Actions taken by the President in response shall be reported to the Senate.
4. In accordance with procedures specified for particular committees in these bylaws, committee recommendations shall be reported to the Academic Senate.
5. Any appointee of the Executive Committee, or of the Academic Senate Chair, to any committee not specified in these bylaws, shall report from such committee to the Academic Senate or to one of its committees.
6. Any senator who believes that consultative procedures on any recommendation of the Senate or of any department or of a college have not been adequate may submit evidence in writing to the Executive Committee of the Academic Senate in support of this belief and request an investigation. The Executive Committee will make a determination as to the merit of the written evidence and then assign this matter to an appropriate committee for investigation. The committee may then make recommendations for improvement of these consultative procedures to the Academic Senate.

B. DEFINITIONS

1. Title Change

When there is a change in the title of an individual listed as an ex officio member of an Academic Senate committee, without any substantial changes in the duties of this individual, this title shall be changed in the bylaws as an editorial change and need not go through the normal procedures for amending bylaws.

2. ASI Representatives

Unless otherwise specifically stated in these bylaws, ASI representatives on committees shall be students carrying at least ~~seven-five quarter-semester~~ units, who have completed two ~~quartersterms~~ within the previous academic year, at least ~~2416 quarter-semester~~ units at Cal Poly, and who have a Cal Poly grade point average of at least 2.3.

3. Full-time Academic Employees

Full-time faculty members holding rank and occupying positions in academic departments/teaching areas in the University, full-time personnel in Professional Consultative Services (as defined in Article III.1.b of the *Constitution of the Faculty*), and full-time lecturers holding one-year appointments in academic departments/teaching areas shall be

considered full-time academic employees. This status shall not lapse because of a temporary part-time appointment to duties outside the department/teaching area.

4. Part-time Academic Employees

Part-time lecturers in academic departments/teaching areas in the University and part-time employees in Professional Consultative Services (Professional Consultative Services classifications: librarians, counselors, student service professionals I-, II-, III-academically related, student service professionals III and IV, physicians, and coaches) who are not members of the General Faculty as defined in Article I of the *Constitution of the Faculty*.

5. College Caucus

All of the senators from each college and Professional Consultative Services shall constitute the caucus for that college or Professional Consultative Services. At-large members of the Academic Senate shall not be part of any college caucus.

6. Temporary Vacancy

A vacancy caused by illness, death, resignation, retirement, sabbatical leave, jury duty, temporary administrative appointment, or other compelling reason which will last generally less than one academic year.

7. Vacant Position

A vacancy resulting from the criteria for membership specified in Article III, Section 1 of the *Constitution of the Faculty*. Vacancies shall be filled in accordance with Article III of the *Bylaws of the Academic Senate*.

8. Voter Eligibility

Voting members of the General Faculty as specified in Article I of the constitution are eligible to vote for:

- a. senators from colleges or Professional Consultative Services.
- b. CSU academic senators.
- c. consultative committees as needed.

II. MEMBERSHIP OF THE ACADEMIC SENATE

A. ELIGIBILITY

1. Elected Members

Elected members shall be full-time members of the General Faculty who have been nominated and elected in accordance with Article III of these bylaws.

2. Ex Officio Members

Ex officio members are specified in Article III.1.e of the constitution.

3. Representative of Part-time Academic Employees

The voting members of the Academic Senate representing part-time academic employees shall be elected by vote of all university part-time academic employees at the same time as election of other senators each academic year. Such representatives must have an academic year appointment in the year they are elected, and they must maintain a part-time academic year appointment in the following year in order to serve in this position.

B. TERMS OF OFFICE

1. Terms of office for senators: the elected term of office for senators shall be a two-year term or one-year term when the caucus membership changes by more than two representatives. An elected senator (according to Article III of the bylaws), can serve a maximum of four consecutive years and shall not again be eligible for election until one year has elapsed with the exception of ex officio members (e.g., past Senate Chair and Statewide Senators). A senator appointed to serve in a vacant position, unfilled after the winter elections, shall serve until the completion of that term. A senator appointed to fill a temporary vacancy for an elected position shall serve until the senator being replaced returns for the completion of the term. If this temporary appointment is for one year or less, or if the senator is serving a one-year elected term, it shall not be counted as part of the four years maximum for elected senators. The term of the representatives for part-time academic employees shall start immediately after the election and last until elections are held the following academic year. The representatives for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms
2. Terms of office for Academic Senate Chair: once a senator is elected to serve as Academic Senate chair, that senator becomes an at-large member of the Academic Senate, and the position vacated becomes a college vacancy to be filled by the college caucus. The elected term of office for Academic Senate Chair shall be a maximum of three one-year consecutive terms.

C. REPRESENTATION

1. Colleges and Professional Consultative Services with an even number of senators shall elect one-half of their senators each year. Those with an odd number of senators shall not deviate from electing one-half of their senators each year by more than one senator. All of the senators from each college and Professional Consultative Services shall constitute the appropriate caucus.
2. When a college or Professional Consultative Services with an uneven number of senators gains a new senator due to an increase in faculty in a year when more than one-half of their senators are to be elected, the new Senate position shall be for one year for the first year, then two years thereafter.
3. There shall be no more than one senator per department/teaching area elected by any college where applicable until all departments/teaching areas within that college are represented. A department/teaching area shall waive its right to representation by failure to nominate. This bylaw shall have precedence over Article III.B of the *Bylaws of the Academic Senate*.

C. SUBSTITUTES

When a senator must miss Senate meetings over an extended period of time (two or three consecutive meetings), the senator must notify the appropriate caucus chair of the planned absences. The caucus chair will solicit nominations for a substitute who is eligible for election to the Senate from the senator's college/Professional Consultative Services. The caucus will then hold an election to decide who will act as a substitute. Substitutes shall be counted in the determination of a quorum and

shall have voting rights. The caucus chair will transmit to the Academic Senate office, in writing, the name of the substitute and the dates that substitute will be in attendance at Academic Senate meetings.

D. PROXIES

When a senator must miss a Senate meeting or a portion of a meeting, the senator may select a member in the same college/Professional Consultative Services who is eligible for election to the Senate or another senator who is a member of the college/Professional Consultative Services to serve as proxy. The senator shall transmit to the Academic Senate office, in writing, the name of the person to serve as proxy. Proxies shall be counted in the determination of a quorum and will have the same right to vote as the senator who is absent.

E. AUTOMATIC RESIGNATIONS

Any senator missing more than two consecutive Senate meetings without a substitute or proxy shall be automatically resigned from the Senate at its regular meeting and shall be reinstated if an appeal for reinstatement is upheld by the Executive Committee of the Academic Senate.

III. VOTING AND ELECTION PROCEDURES

Elections shall be held for membership to the Academic Senate, Senate officers, Academic Senate CSU, appropriate recall elections for the preceding as per Section IX of these bylaws, and ad hoc committees created to search for such university positions as president, provost, vice presidents, college deans, and similar type administrative positions.

The balloting procedures described in "Section III.A: General Procedures" will be used when voting on amendments to the *Constitution of the Faculty* and all campus or statewide measures requiring a vote by the General Faculty.

A. GENERAL PROCEDURES

Balloting procedures shall use either an electronic voting system or a "double envelope system" (outside envelope signed, inside envelope sealed and containing the voted ballot), whichever is more appropriate to the nature of the election, and which ensures that only eligible persons will vote and ballots remain secret.

1. Time and manner of nominations and elections will be announced in a timely fashion to facilitate maximum faculty participation.
2. Voter and candidate eligibility shall be verified.
3. The Executive Committee will rule on questions as they arise and serve as an appeals body to rule on any allegations of irregularities in the nomination and election process.
4. Votes will be publicly tallied at an announced time and place, and results of the election will be published.
5. Ballots will be counted electronically if electronic voting is used. If the "double envelope system" is used, ballots will be counted only if they are properly signed and received by the announced closing date. Individual voting information will be retained for ten working days.
6. For elections, those candidates who receive the highest number of votes shall be declared elected.
7. Department/teaching area representation shall have precedence in elections according to Article II.C.3 of the *Bylaws of the Academic Senate*.

8. For other matters and issues requiring faculty votes, measures are approved when they receive a majority of faculty voting on the matter, unless documents governing a measure specify a different formula for approval.

B. ELECTION CALENDAR

1. Within the month of February, the Academic Senate office shall solicit nominations to fill vacancies for the next academic year. At the same time, each caucus chair shall be notified, in writing, of such vacancies. Accepted nominations shall include a signed statement of intent to serve from the candidate. Eligibility to serve shall be determined for each college and Professional Consultative Services.
2. Election of senators shall be conducted **in February**. Runoff elections, if needed, shall be conducted the week following the conclusion of the election, but no later than the end of February.
3. Election results shall be announced to the campus and the Senate.
4. Whenever the normal election process fails to provide full membership or when a vacancy occurs:
 - a. the caucus chair for the underrepresented college/Professional Consultative Services shall solicit nominations through direct or electronic mail contact to each faculty member in the college/Professional Consultative Services. (See department/teaching area representation requirement in Article II.C.3 of these bylaws.)
 - b. from the list of accepted nominations, the caucus shall select the nominees of its choice and recommend the names of the selected nominees to the Executive Committee for its appointment.
 - c. the appointed member shall serve until the end of the term of the position being filled.
5. The procedures and timetable for election of CSU academic senators shall be the same as that for the campus Academic Senate, except that nomination shall be by petition of not less than ten members of the faculty and shall include a consent to serve statement signed by the nominee. [Reference VII.B.5 of these bylaws for filling of temporary vacancy for a CSU academic senator.]
6. **Election of Academic Senate Officers**
 - a. Prior to end of the second week in March, prior to the last regularly scheduled Senate meeting of winter quarter, eligible nominees of the Senate shall be solicited for the offices of Chair, Vice Chair, and Secretary.
 - a. a petition of nomination signed by three senators which includes a consent to serve statement signed by the nominee shall be received by the Senate office. Such petitions shall be due at the Senate office prior to the last regularly scheduled Senate meeting of winter quarter-end of the second week of March. The names of the eligible nominees shall be announced at the last regularly scheduled meeting of the month of March, of winter quarter.
 - b. nominations for other eligible candidates will be received from the floor of the Senate provided that (1) at least two

senators second the nominations, and (2) the nominee is present and agrees to serve if elected.

c. the Academic Senate Vice Chair shall conduct the election of Senate officers at the ~~last~~ regularly scheduled meeting ~~of the month of March, of winter quarter.~~ Officers shall be elected one at a time: first the Chair, then the Vice Chair, and finally the Secretary.

d. in the event of a vacancy in the offices of the Senate, an election will be conducted at the next meeting of the Senate to fill the unexpired term. Nominations shall be made from the floor of the Senate in compliance with subsection (c) above.

7. Election of representatives for part-time academic employees

a. following the timing stated in the Bylaws, section III, part B, section 1, the Academic Senate office shall solicit nominations for the position of Academic Senate representative for part-time academic employees for the following academic year.

b. after nominations have been received, election to these positions shall be conducted. A runoff election, if needed, shall be conducted the week following the conclusion of the election. Said positions shall be elected by vote of all university part-time academic employees at the time of the vote.

IV. OFFICERS

A. POSITIONS

The officers shall consist of the Chair, Vice Chair, and Secretary, as specified in Article III, Section 3 of the constitution. The duties shall be as follows:

1. Chair

a. the Chair shall set agendas and conduct all meetings of the Academic Senate and Executive Committee.

b. the Chair shall serve as a representative of the Academic Senate upon call by the President of the University.

c. the Chair shall meet with the President and Provost on a regular basis and brief them on Academic Senate business. The Chair shall perform a similar function at the Deans Council.

d. the Chair shall prepare, in consultation with committee chairs and the Provost, an annual list of charges for Academic Senate committees for approval by the Executive Committee. The Chair shall meet with each committee or committee chair before the end of fall ~~quarter term~~ to review these charges as well as applicable bylaws and procedures [Reference: VIII.C.5&7].

e. the Chair shall serve as an alternate for the Academic Senate California State University and shall attend when an elected statewide senator must miss a given meeting.

2. Vice Chair

In the event of a permanent vacancy in the office of Chair, the Vice Chair shall succeed to the office and a replacement Vice Chair shall be elected to complete the term of office. The Vice Chair shall serve in the capacity of the Chair during ~~her/his~~ their absence or upon the request of the Chair.

3. Secretary

The Secretary or designee shall record the minutes of all Senate and Executive Committee meetings and shall provide copies of these minutes to all senators in the case of Senate meetings and to all Executive Committee members in the case of Executive Committee meetings. The Secretary or designee shall provide written notice of meetings to the appropriate faculty and shall handle correspondence of the Academic Senate. The Secretary or designee shall create a paper copy of the minutes of all meetings to be filed in the Academic Senate office and a digital copy to be filed with DigitalCommons (or appropriate digital archive administered by the Cal Poly Library) and posted on the Academic Senate website. The Secretary shall have available at each Senate meeting a current file of the actions of the Senate and a copy of the *Constitution and Bylaws*.

4. Immediate Past Chair

The immediate Past Chair, if available, shall serve as parliamentarian for Executive Committee and Senate meetings.

B. ELIGIBILITY

Each officer shall be an elected member of the Academic Senate. Every candidate for Academic Senate officer shall have at least one more year to serve as an elected senator. A college is permitted to provide only one officer at a time.

C. TERMS OF OFFICE

Each officer shall be elected by the voting members of the Academic Senate for a one-year term. These elections shall be held at the last regularly schedule meeting of the month of March. the last regularly scheduled Senate meeting of winter quarter and term of office shall begin with the start of summer term-quarter. The only limitation to the number of terms a senator may hold office as Vice Chair or Secretary are the eligibility requirements in Article II.A of these bylaws and the terms of office restrictions in Article II.B.1 of these bylaws. The number of terms a senator may hold office as Academic Senate Chair is set forth in Article II.B.2 of these bylaws.

D. REPLACEMENT

The filling of temporary vacancies shall be accomplished as specified in Article III of these bylaws.

V. MEETINGS

A. REGULAR MEETINGS

1. Regular meetings of the Academic Senate shall be held at 3:~~0~~10 p.m. on Tuesdays, as needed, except in the months of June and July. July and August.
- 1.
2. The Executive Committee of the Academic Senate shall not schedule Academic Senate meetings:
 - a. on an academic holiday.
 - b. after the last regular day of classes during the quarterterm.
 - c. during final examinations.

B. SPECIAL MEETINGS

Special meetings may be held on call by the Academic Senate Chair or by petition of 25% of the membership of the Academic Senate.

C. PARLIAMENTARY AUTHORITY

Except as otherwise specified in these *Constitution and Bylaws*, the latest edition of *Robert's Rules of Order Newly Revised* shall serve as the parliamentary authority for Academic Senate and Senate committee meetings.

D. FIRST AND SECOND READINGS

First reading: first reading is a time for suggestions to be made to a resolution for its improvement. The resolution still belongs to its author and is not yet amendable.

Voting on substantive resolutions (i.e., those involving university policy or those in which the Senate takes a position on an issue) takes place in two stages: first reading and second reading. In first reading, the resolution is introduced and suggestions for improvement or clarification are in order in first reading, but not amendments. The first reading of a resolution is concluded if (1) there is no one remaining who wishes to speak on the resolution, (2) a motion to close debate is passed (requires a two-thirds vote), or (3) a motion is approved to move the resolution to second reading (requires a two-thirds vote, is debatable, and requires a compelling reason [determined by the Senate Chair, can be overruled by the body]). If a matter is noncontroversial, rather than a motion to suspend the rules, unanimous consent can be given by the body.

Second reading: the motion to adopt a resolution must be moved and seconded before debate ensues. It then belongs to the body and may be amended.

Documents attached to a resolution are not amendable and cannot be removed or added to a resolution. Voting on substantive resolutions shall take place only after a second reading of the resolution at a meeting subsequent to the meeting at which it was first introduced, except that the Academic Senate, by two-thirds vote of the senators present, may waive this requirement. After the motion has been moved and seconded, amendments may be presented for action by the Senate.

A. CONSENT AGENDA

Items appearing on the Consent Agenda are expected to be routine and noncontroversial. Common uses include, but are not limited to, modifications to departments, courses, programs, degrees; new courses; and editorial revisions to personnel policies. (New departments, programs and degrees must include a resolution and follow the regular approval path for resolutions.) The Consent Agenda will be distributed at least two weeks before the Academic Senate meeting for which it is agendized.

Any item on the Consent Agenda may be moved to the regular agenda at the request of a Senator at least one week before the Academic Senate meeting for which it is agendized. If an item is so moved, it shall be placed on the Business Items of the agenda as a First Reading item. Certain Consent Agenda items, such as recommendations from the Curriculum Committee or Faculty Affairs Committee, may require special procedures.

Items not removed shall be approved by general consent without debate. Clarification questions regarding the items are permitted.

B. RETIRING RESOLUTIONS

When an Academic Senate resolution is suspected of being out of date or no longer pertinent, at the Chair's discretion the resolution may be submitted for review as to its current relevance by the Academic Senate committee that originally sponsored it or by an ad hoc committee. The chair shall inform the full Senate via Chair's Report of the intention to place a resolution under such review. The committee's opinion regarding the resolution shall be forwarded to the Academic Senate

Executive Committee. If the Executive Committee finds that the resolution in question should be retired, a proposal to this effect shall be placed on the Academic Senate's Consent Agenda. If no senator pulls the resolution from the Consent Agenda, the resolution shall be considered retired. If pulled from the Consent Agenda, the proposal will appear as a Business Item for debate at the next meeting of the Academic Senate. The President shall be informed of any such action, and the Academic Senate shall update its records.

VI. SUMMER OPERATION

A. MEETINGS

During summer ~~quarter term~~ the Executive Committee of the Academic Senate shall meet as needed and shall act in place of the full Senate.

1. If any member of the Executive Committee other than the officers of the Senate will not be available during summer ~~quarter term~~, then the appropriate caucus shall elect an alternate to fill the vacancy during the absence. Such alternates shall be elected from the other senators of the same college or Professional Consultative Services as the person being replaced. If no such candidates are available, the caucus shall designate another person from the same college or Professional Consultative Services that qualifies for Senate membership to serve as an alternate.

2. If the Chair, Vice Chair, or Secretary will not be available during the summer ~~quarter term~~, the Senate shall, at the ~~regular June~~ meeting scheduled closest to when that unavailability is known, elect an alternate officer from the Senate membership to fill the vacancy during ~~her/his~~their absence.

B. RESPONSIBILITIES

1. The Executive Committee shall act on behalf of the full Academic Senate during the summer ~~quarter term~~.

2. The usual Academic Senate representation on the President's Council and other administrative bodies shall be maintained throughout the summer ~~quarter term~~ by the regular representative or an alternate named by the Academic Senate Chair.

3. At the first regular meeting of the Academic Senate in the fall ~~term quarter~~, the Executive Committee shall give a full report of its action during the summer ~~term quarter~~.

VII. EXECUTIVE COMMITTEE

A. MEMBERSHIP

The Executive Committee shall consist of the officers of the Senate who serve the Executive Committee in like capacity, plus a caucus chair from each college and Professional Consultative Services elected by the appropriate caucus, as ~~well as one of the four at large representatives from Cal Poly Solano~~ the chair of the Cal Poly Maritime Council, elected by that group. The CSU academic senators, the immediate Past Academic Senate Chair, the ASI President, the Chair of ASI Board of Directors, and the Provost or designee are ex officio members. The Provost, the ASI President, and the Chair of ASI Board of Directors are nonvoting members. A quorum shall consist of a majority of the voting members. If a member is unable to attend an Executive Committee meeting, that member may not designate another person as proxy. If an Executive Committee member must miss two or more

consecutive meetings, then the college caucus will designate a substitute to serve on the Executive Committee during the period that the member is absent.

B. FUNCTIONS

The Executive Committee shall be responsible for the following functions:

1. Agendizing resolutions for Academic Senate meetings.
2. The appointment of committee members and committee chairs (pursuant to section VIII.C of these bylaws).
3. Allocating assigned time to officers, committee chairs, and committee members.
4. The directing of charges to committees and receipt of reports therefrom for inclusion on the agenda [Reference: VIII.C.5].
5. The filling of temporary vacancies in the membership of the Academic Senate in accordance with Article III.B.4 of these bylaws.
6. The making of nominations for a temporary vacancy for CSU academic senator. The Academic Senate shall elect a replacement to the position to be effective only until the next regular election date for members of the Senate or until the individual that vacated the position returns.
7. The filling of temporary vacancies in Senate office or membership of the Executive Committee except in the case of vacancies created by recall (see section IX of these bylaws).
8. The approving of nominations and/or appointments by the Academic Senate Chair to other official committees.

VIII.COMMITTEES

A. GENERAL

The functional integrity of the Academic Senate shall be maintained by the committee process. The committee structure shall include standing committees staffed by appointment or ex officio status, elected committees staffed by election, and ad hoc committees or task forces staffed either by appointment or election as directed by the Academic Senate Executive Committee. The Executive Committee may create ad hoc committees or task forces as it deems necessary for specific purposes, which, in the judgment of the Academic Senate Chair, cannot be handled adequately by the standing committees. Only the Executive Committee is authorized to create ad hoc committees or task forces, and these shall report to the Academic Senate by way of the Executive Committee.

B. MEMBERSHIP

Except as noted in the individual committee description, committees shall include one voting General Faculty representative from each college, Professional Consultative Services, and ~~for AY 2025-2026~~ an at-large representative from Cal Poly Solano. The Academic Senate Chair is an ~~ex-officio~~**ex-officio**, nonvoting member of all committees. Additional ex officio representation may include members of administration, ASI representatives appointed by the ASI President, and other representation when deemed necessary by the Senate. Ex officio members shall be voting unless otherwise specified in the committee's description.

During spring quarterterm, each caucus shall convene to nominate candidates from that college or Professional Consultative Services to fill committee vacancies occurring for the next academic year.

These nominations shall be taken to a meeting of the Executive Committee before the Junelast regular meeting of the Senate. The Executive Committee shall appoint members to standing committee vacancies from these lists. Each appointed member shall serve a two-year term with a maximum appointment of four consecutive terms on one committee. Terms shall be staggered to ensure continuity. Some committees have exceptions to these term length and limits, which are specified in the committee's description.

The Executive Committee may override term limits when appointing members to committees where only the incumbent is willing to serve in an open spot. The incumbent member appointed this way will be considered termed out again at the end of the next term, not the end of the committee's term limits. They are subject to the same approval process at that time.

No person shall be assigned concurrent membership on more than one standing committee except for Executive Committee members, who may serve on the Executive Committee and one other Senate committee, and Academic Senate Curriculum Appeals Committee members, who may serve on one other standing committee. Eligible Academic Senate Curriculum Appeals Committee members may not serve on the Curriculum Appeals committee if they have participated in the curricular review process relevant to the particular appeal, and they must recuse themselves from such cases.

C. COMMITTEE CHAIRS

1. Chairs shall be members of the General Faculty.
2. Committee chairs may be chosen from inside or outside the committees. The chair need not be an academic senator.
3. The Executive Committee may choose to appoint the committee chairs. If the Executive Committee chooses not to appoint a committee chair, then the chair of that committee shall be elected by a majority vote of the eligible voting members on the committee.
4. Committee chairs serve for one-year terms except as otherwise noted in the committee bylaws. If the committee chair is selected from amongst the voting members of the committee, the chair shall remain a voting member. If the chair is selected from outside the committee, or from amongst the eligible non-voting members, then the chair shall serve as a non-voting chair, not representing a particular caucus or unit. Non-voting chairs may vote to break a tie.
5. Each committee chair shall be responsible for implementing the charges established by the Executive Committee [Reference: IV.A.1.d and VII.B.4], for keeping minutes, and for making quarterly end of term reports to the Academic Senate Chair.
6. The committee chair shall notify the chair of the college caucus whenever a member has not attended two consecutive meetings.
7. Committee chairs shall meet with the Academic Senate Chair before the end of fall quarter-term [Reference: IV.A.1.d].

8. Chairs of any of the Academic Senate Curriculum Committees (for example, but not limited to, the Curriculum Committee, General Education Governance Board, and the USCP Review Committee) shall not serve on other levels of review as a department curriculum committee chair or college curriculum committee chair. These positions must be resigned before assuming the role of the chair of any of the Academic Senate Curriculum Committees.

D. OPERATING PROCEDURES

Operating procedures for Academic Senate committees and ad hoc committees are as follows:

A committee meeting is defined as a deliberative gathering of individuals—either physically or electronically, as appropriate—for the purpose of reviewing, discussing, or deciding on matters assigned by the Academic Senate Executive Committee. Electronic meetings are appropriate where simple, straightforward decisions can be considered. They do not lend themselves to items that need detailed discussion and the exploration of options.

Meetings shall be called at the discretion of the committee chair or upon the request of three members of the committee. Committees are required to meet at least once per quarter-term during the school year, with the exception of the Curriculum Appeals Committee.

Special rules and procedures must be approved by the Executive Committee, included in the committee's description, and on file with the Academic Senate office.

D.1 Physical Meetings

1. A simple majority (51%) of the voting members shall constitute a quorum for a meeting. A quorum is required to conduct business.
2. Chairpersons serve until the end of the academic year. In the event that a chair must miss a meeting, s/he/they shall appoint a substitute chair for that meeting.
3. Regular meetings shall be scheduled during normal work hours.
4. Notification of meetings shall be sent by the committee chair at least three working days before the meeting date. Committees may establish regular meeting times. Upon committee agreement, a regular meeting time shall constitute notice.
5. Members may not vote by proxy.
6. A vote by the majority of the voting members attending a meeting shall be the decision of the committee.
7. Minutes shall be kept for each meeting and a copy transmitted to the Academic Senate office.

D.2 Electronic Meetings (e-meetings and e-consultations)

1. The decision to use an e-meeting should be made with due regard to the nature of the work to be undertaken. If a member of the committee objects to the use of an e-meeting for a particular business item, then the committee shall discuss that matter at a physical meeting.
2. A variety of technologies may be adopted as available, subject to the needs of the meeting and compliance with these procedures. No special

requirements should be imposed on members other than having suitable access to meeting communications and documents.

3. Committee e-meetings are open to the public and when a member of the public wishes to attend, the committee shall make reasonable efforts to accommodate the attendance of that person.

4. A vote by the majority of the voting members of the committee shall be the decision of the committee.

5. The chair of the committee shall:

a. control the committee's flow of business.

b. maintain a current list of members.

c. provide a notice of meeting with agenda and instructions for members about what is required (e.g., "members are asked to read and consider each item in the agenda, then [vote, comment, recommend, etc.]"). Notice shall include a timeline for discussion and action.

d. the committee chair shall prepare a final record of each meeting (minutes) and transmit a copy to the Academic Senate office.

E. MEETINGS OPEN TO PUBLIC

Physical and electronic meetings of all committees except those dealing with confidential and/or personnel matters of individuals shall be open. The time, place, and manner of each meeting shall be announced in advance.

F. REPORTING

Each committee shall maintain a written record of its deliberations.

A summary report shall be submitted to the Academic Senate office at the end of the academic year.

G. MINORITY REPORTS

Minority reports may be submitted with the reports of the committees.

H. COMMITTEES

1. Budget and Long-Range Planning
2. Curriculum
3. Curriculum Appeals
4. Distinguished Scholarship Awards
5. Distinguished Teaching Awards
6. Diversity
7. Faculty Affairs
8. Fairness Board
9. General Education Governance Board
10. Graduate Committee
11. Grants Review
12. Instruction
13. Research, Scholarship and Creative Activities
14. Sustainability
15. USCP Review Committee

I. COMMITTEE DESCRIPTIONS

1. Budget and Long-Range Planning Committee

a. Membership

Non-voting ex-officio members shall be the Provost/Vice President for Academic Affairs or designee, the Vice President for Administration and Finance or designee, and an ASI representative.

b. Responsibilities

- (1) _____ The Budget and Long-Range Planning Committee shall provide oversight and make recommendations concerning policy for the allocation of budgeted resources. This includes the review of matters related to the allocation of budgeted resources and representation on bodies formed to review the mechanisms by which campuswide resource allocations are made.
- (2) In addition, the Budget and Long-Range Planning Committee shall also develop recommendations concerning future actions, policies, and goals of the University. Areas assigned to specific standing committees of the Academic Senate fall within its purview when future predictions and extreme long-range planning are necessary or possible.

2. Curriculum Committee

a. Membership

College representatives shall be either the current chair or a current member of their college curriculum committee. The Cal Poly Solano at-large representative shall be a mariner (or familiar with the mariner certification requirements). The Professional Consultative Services representative shall be an academic advisor from one of the colleges. Ex officio members shall be the Associate Vice Provost for Academic Programs and Planning or designee, the Dean of Graduate Education or designee, the Vice President for Information Technology Services/Chief Information Officer or designee, the Dean of Library Services or designee, a representative from the Office of the Registrar, and an ASI representative.

b. Responsibilities

The Curriculum Committee evaluates curriculum proposals from departments and colleges before making recommendations to the Academic Senate. In addition, the committee makes recommendations to the Senate on University requirements for graduation, General Education, learning objectives, and cultural pluralism; provides library oversight as it relates to curriculum; and addresses any other curriculum-related matter referred to it by the Senate, Senate Chair, or Executive Committee. The chair of the Curriculum Committee shall be responsible for coordination of curriculum review with the Office of the Registrar.

3. Curriculum Appeals Committee

a. Membership

The Academic Senate Curriculum Appeals Committee membership will be a minimum of three and a maximum of five members. Eligible faculty for membership will be appointed by the Academic Senate Executive Committee for one-year terms or partial-year terms. Eligible faculty shall be included from the following list:

- Former Academic Senate Chairs
- Former Academic Senate Vice Chairs
- Former Academic Senate Curriculum Committee Chairs who served for a minimum of three years
- Former members of the Academic Senate Curriculum Committee who served for a minimum of three years
- Former General Education (GE) Chairs/Directors who served for a minimum of three years
- Former GE Governance Board members who served for a minimum of three years
- Former UCSP Review Committee Chairs who served for a minimum of three years
- Former UCSP Review Committee members who served for a minimum of three years

No member of the ASCAC can be actively serving in any of the capacities listed above while serving on the ASCAC.

No member of the ASCAC can be an active member of a curriculum committee that is directly related to the curricular appeal(s).

Note that faculty participating Faculty Early Retirement Program (FERP) are eligible to serve on the Curriculum Appeals Committee.

b. Responsibilities

Adjudicate, in a timely manner, over curriculum proposals pulled from the Academic Senate Consent Agenda. The ASCAC would approve, disapprove, or return a curriculum proposal to a specific committee (as deemed appropriate).

4. Distinguished Scholarship Awards Committee

a. Membership

General Faculty representatives should include former recipients of the Distinguished Scholarship Award. Ex officio members shall be one representative from the Office of Research, appointed by the Provost/Vice President for Academic Affairs, and two ASI representatives—one undergraduate and one graduate student.

b. Responsibilities

The Distinguished Scholarship Awards Committee shall conduct the selection process in accordance with the special rules and procedures approved by the Executive Committee for judging potential candidates for the Distinguished Scholarship Award.

5. Distinguished Teaching Awards Committee

a. Membership, San Luis Obispo Campus

General Faculty representatives should be former recipients of the Distinguished Teaching Award from the San Luis Obispo campus. If no prior Distinguished Teaching Award recipients from a particular college are available and willing to serve, the Executive Committee in consultation with the San Luis Obispo Distinguished Teaching Awards Committee chair may appoint a faculty member from that college who has a clear and compelling record of sustained, outstanding instructional performance. Ex officio members shall be two ASI representatives from the San Luis Obispo campus. These students will have at least junior standing and will have completed at least three consecutive quartersterms and 3624 quartersemester units at Cal Poly with at least a 3.0 grade point average.

b. Membership, Solano campus

General Faculty representatives should be 3-4 former recipients of the Distinguished Teaching Award from the Solano campus. If no prior Distinguished Teaching Award recipients from a particular college are available and willing to serve, the Executive Committee in consultation with the Solano campus Distinguished Teaching Awards Committee chair may appoint a faculty member(s) from that college who has(ve) a clear and compelling record of sustained, outstanding instructional performance. Ex officio members shall be on ASI representatives from the Solano campus. This student will have at least junior standing and will have completed at least three consecutive terms and 24 semester units at Cal Poly with at least a 3.0 grade point average.

c. Responsibilities

The Distinguished Teaching Awards Committees at the two campuses shall conduct the selection process and judge potential candidates for the Distinguished Teaching Award in accordance with the special rules and procedures developed by the Distinguished Teaching Awards Committees at the two campuses and approved by the Executive Committee. Final recommendations regarding the Distinguished Teaching Award recipients will be submitted to the President through the Academic Senate Chair.

6. Diversity Committee

a. Membership

Ex officio non-voting members shall be the Vice President and Chief Officer for Diversity and Inclusion or designee, the Senior Vice Provost of Academic Programs and Planning or designee, the Center for Teaching, Learning and Technology (CTLT) Inclusive Excellence Specialist or designee. The voting ex officio member shall be an ASI student representative.

b. Responsibilities

The Academic Senate Diversity Committee identifies strategies for ensuring diversity, equity, and inclusivity at Cal Poly. The committee informs and makes recommendations to the Academic Senate on these issues, evaluates related university policies and procedures, and collaborates with stakeholders across campus, including the Office of ~~University Diversity and Equity~~ Cultural and Inclusive Excellence, Academic Affairs, and appropriate student groups.

7. Faculty Affairs Committee

a. Membership

Membership shall include a voting General Faculty representative from each college, Professional Consultative Services, and from faculty at the Solano campus. Voting ex officio members of the Faculty Affairs Committee shall be the Associate Vice Provost for Academic Personnel or designee and an ASI representative.

b. Responsibilities

The Faculty Affairs Committee shall be the advisory body of the Academic Senate on faculty policy and its administration and procedures. The scope of faculty procedures and policies coming within its purview includes standards and criteria concerning appointment, promotion, tenure, academic freedom, leaves of absence, retention, professional relations and ethics, research, grievance, layoff procedures, and lecturers' rights and responsibilities.

8. Fairness Board

a. Membership

Ex officio members are the Vice President for Strategic Enrollment Management & Student Affairs or designee and two ASI representatives with no less than junior standing and ~~three~~ two consecutive ~~quarter~~ terms of attendance at Cal Poly preceding appointment.

b. Responsibilities

The procedures to be followed and the problems to be considered shall be approved by the Academic Senate and published as a document entitled *Fairness Board Description and Procedures*. The Board shall report to the Provost and Academic Senate Chair.

9. General Education Governance Board

a. Membership

(1) The General Education Governance Board (GEGB) will be comprised of two faculty members from CLA; two faculty members from BCSM; one faculty member from each of the remaining colleges; one student; one member from Professional Consultative Services (PCS); and a GEGB Chair - at large (all voting members, with the exception of the GEGB Chair, who has a tie breaking vote only).

- (2) The GEGB will also include one representative from the Office of the Registrar (ex officio, nonvoting) and one representative from Academic Programs and Planning (ex officio, nonvoting).
- (3) Faculty members and PCS representatives on the GEGB shall be members of the General Faculty, as defined in the *Constitution of the Faculty*.
- (4) The GEGB chair will serve four-year terms for a maximum of 2 consecutive terms. The GEGB chair will be appointed by the provost following a recommendation from the Academic Senate Executive Committee and the GEGB.
- (5) The ASI representative must be able to demonstrate developing expertise in at least one GE area. The ASI representative will be appointed by ASI for a one-year term.
- (6) All eligible voting members of the GEGB must be able to demonstrate expertise in at least one GE area. The GEGB chair must also be able to demonstrate extensive expertise in and experience with the GE program as a whole. In addition to demonstrable expertise regarding Cal Poly's GE program, all members should have knowledge of CSU GE standards and Title V.
- (7) GEGB members will serve three-year terms for a maximum of three consecutive terms. Faculty members and PCS members on the GEGB will be appointed by the Academic Senate Executive Committee.
- (8) When ad hoc GE committees are deemed necessary, members should have expertise in the relevant GE areas.

b. Responsibilities

- (1) Responsibility: Cal Poly's General Education (GE) program is the curricular responsibility of the Academic Senate General Education Governance Board (GEGB). GEGB should function like a department with a deep sense of interest and responsibility for overseeing and implementing the GE program.
- (2) Charge: The GEGB is responsible for leading and developing a visionary, high quality GE program that enriches the specialized knowledge acquired in a major program with foundational and integrative understandings of its scientific, humanistic, artistic, and technological contexts. In so doing, the GEGB is responsible for fostering and refining a vision of General Education that is responsive to statewide, national, and international values in general education, local campus interests and emphases, and opportunities for positive change.
- (3) Duties: The GEGB assists the GEGB chair in shaping the future and quality of the GE program. In so doing, the GEGB establishes the policies and principles that speak to the

vision of the GE program as set out in the charge. Members must be proactive and responsive in reaching out to faculty, departments, and administrators in the University to develop GE curriculum.

Duties of the GEGB include:

- a. review and approve GE course proposals.
- b. place GE curriculum proposals on the Academic Senate Consent Agenda after consultation with the Academic Senate Curriculum Committee.
- (c) engage in appropriate assessment activities. Be proactive and responsive to the results of assessment activities.
- (d) conduct a GE academic program review on the same cycle as other programs. Findings will be presented to the college deans and the Academic Senate. The GEGB needs to be proactive and responsive to the recommendations that result from academic program review.
- (4) Duties of GEGB chair: The GEGB chair will lead the GEGB in the development of the vision of GE and is accountable for making progress toward fulfillment of the GE vision. The GEGB chair maintains strong oversight of the GE program for quality control at every level. ~~They are~~ ~~S/he is~~ a constant advocate for a high-quality GE program that exposes students to pedagogical experiences they need to be erudite and polymathic.

Duties of the GEGB chair include:

- a. be in regular communication and consultation with the GEGB.
- b. communicate with faculty and advisors to spread understanding of the GE program.
- c. be in regular communication and consultation with the college deans and the Provost about the GE needs of Cal Poly students.
- d. be in regular communication and consultation with the Academic Senate Chair and the Academic Senate Curriculum Committee chair.
- e. work collaboratively with the college deans, the Office of the Registrar, the GEGB, Academic Programs and Planning, advisors, and the departments to understand where the demand for courses is and availability of resources in both the short and long terms.
- f. Establish ad hoc committees if the GEGB chair determines that ad hoc committees are needed, for instance for periodic GE assessment purposes or for program review.

c. Decisions made by the GEGB: all GE curricula will be available for debate and discussion in the Academic Senate, just as all non-GE curricula are. Appeal processes of curricular decisions made by the GEGB will follow Academic Senate curriculum appeals processes. The GEGB chair should be involved with any changes to Academic Senate curriculum appeals processes.

10. Graduate Committee

a. Membership

One faculty member from each college with experience in administering a graduate program or supporting graduate curriculum, a representative from Professional Consultative Services, and the Academic Senate Curriculum Chair or designee. Ex officio non-voting members shall be the Dean of Graduate Education or designee, the Executive Director of Academic Programs and Planning or designee, the EPaCE dean or designee, a representative from the Office of the Registrar, and a graduate student representative.

b. Responsibilities

1. Review and make recommendations to the Academic Senate Curriculum Committee on proposals for new graduate degree programs, specializations, and courses.
2. Evaluate and make recommendations on petitions for extenuating circumstances, such as validation of outdated coursework.
3. Establish and revise guidelines for professional standards for graduate students.
4. Enact graduate policies in line with California Education Code (Title 5), CSU systemwide policies, and nationwide best practices.
5. Support and enact any graduate program-related changes.
6. Make recommendations on reinstatement/suspension of programs.
7. Serve as a conduit for feedback from and representation of all graduate programs.
8. Address concerns and situations unique to graduate students.

11. Grants Review

(a) Membership

- (1) Pursuant to AS-794-15, Resolution on Change in Academic Senate Grants Review Committee Membership and

Responsibilities, the Academic Senate Executive Committee appoints the voting members of the committee.

- (2) Ex officio members shall be the Dean of Research or designee and an ASI representative. The ASI representative must be a graduate student.
- (3) No member of the Grants Review Committee is eligible to apply for any grant, leave, or award program administered by the committee while serving on the committee.

(b) Responsibilities

- (1) The Grants Review Committee will develop policies and procedures for the review of grant proposals referred to it, including but not limited to those funded through the Chancellor's Research, Scholarship, and Creative Activity allocations.
- (2) The Grants Review Committee will make recommendations to the Dean of Research concerning the funding of other internal grants subject to review by the source of funding.
- (3) The Grants Review Committee will develop policies and procedures for the selection of Cal Poly State University student delegates to the system-wide CSU Student Research Competition.
- (4) The Grants Review Committee will evaluate both the oral and written presentations of students and select the delegates for the system-wide CSU Student Research Competition.

12. Instruction Committee

(a) Membership

Ex officio members shall be the Provost/Vice President for Academic Affairs or designee, a representative from CTLT, a representative from the Office of the Registrar, and an ASI representative.

(b) Responsibilities

The Instruction Committee shall be responsible for recommendations regarding subjects that impinge directly on the quality of teaching and for providing policy recommendations concerning grading as well as admissions policies and requirements. It will also provide review and input concerning electronic teaching techniques, and library oversight as it relates to instruction.

In accordance with CAM 481 and AS-357-91/IC, the Instruction Committee shall review the Academic Calendar as proposed by the Provost/Vice President for Academic Affairs before its final submission to the President for approval.

13. Research, Scholarship and Creative Activities Committee

(a) Membership

Ex officio members shall be the ~~Chief Research Officer~~ ~~Dean of Research~~ or designee and an ASI representative.

(b) Responsibilities

The Research, Scholarship and Creative Activities Committee shall:

- (1) Make recommendations on university policies and procedures regarding scholarship.
- (2) Provide advice and guidance regarding scholarship to the following:
 - (a) Kennedy Library
 - (b) Information Technology Services
 - (c) Cal Poly Technology Park
 - (d) University committees
 - (e) Campus research centers and institutes

3) In occurrences where the Grants Review Committee is not filled, the RSCA committee may be asked to assist in the GRC duties.

14. Sustainability Committee(a) Membership

Ex officio members shall be the Provost/Vice President for Academic Affairs or designee, the Vice President for Administration and Finance or designee, Vice Provost for Academic Programs and Planning or designee, the Director of Facilities Planning or designee, the Director of Facilities Energy, Utilities and Sustainability or designee, and two ASI representatives.

(b) Responsibilities

The Sustainability Committee shall inform and support the activities of other committees whose scope encompasses environmental responsibility. The Sustainability Committee shall make recommendations to the Academic Senate, as appropriate, regarding the provisions of the Talloires Declaration.

15. USCP Review Committeea. Membership

Ex officio voting members shall be the Chair of the Academic Senate Curriculum Committee, a faculty member from the Ethnic Studies Department, a faculty member from the Women, Gender & Queer Studies Department, and two at-large faculty members with USCP teaching experience and/or teaching experience related to diversity issues as voting members. Ex Officio non-voting members shall be the Vice President and Chief Officer for Diversity and Inclusion or designee, the CTLT Inclusive Excellence Specialist or designee, and an ASI student representative

b. Responsibilities

The committee evaluates the United States Cultural Pluralism (USCP) component of new and existing courses before making recommendations to the General Education Governance Board,

when a course is a General Education course, and the Academic Senate Curriculum Committee. In addition, the committee periodically performs curricular review and evaluation of USCP courses and, when appropriate, works with the Academic Senate Curriculum Committee to review and update USCP learning outcomes and course requirements (as indicated in Academic Senate Bylaws I.2.(b)).

IX. RECALL OF ELECTED REPRESENTATIVES

A. APPLICATION

The procedures for recall shall apply to:

1. Elected members of the Academic Senate, California Polytechnic State University;
2. Officers of the Academic Senate, California Polytechnic State University; and
3. Elected representatives to the Academic Senate, California State University.

B. PROCEDURES

An election for recall of elected representatives as specified in Article II, Sections 1 and 3 of the *Constitution and Bylaws*, may be instituted by a petition of those eligible to vote in the election for the representatives in the various categories provided the following provisions are met:

1. An individual eligible to vote in the election for the representative shall notify the Academic Senate Chair of her/his intention to circulate a recall petition. This written notification shall state further the reasons for the recall action in brief terms.
2. The Academic Senate Chair shall notify all of the eligible voters in the area affected of the intended recall petition and state the reasons given for the petition to recall.
3. The notification will be in effect five (5) days in which classes are in session prior to the circulation of the petition. Signatures on a petition may be obtained for the next ten (10) days in which regular classes are in session. A recall election, if required, shall be initiated within twenty (20) days, in which classes are regularly in session, after the recall notification is received by the Academic Senate Chair.
4. The recall petition will be circulated by those initiating the recall action. The top of each sheet heading a list of signatures for recall action shall contain a statement of the reasons for recall.
5. The dated signatures of at least 20% of those eligible to vote in the area represented by the incumbent as specified in the constitution and bylaws of ~~the Cal Poly Academic Senate, California Polytechnic State University, San Luis Obispo,~~ or the *Constitution and Bylaws of the Academic Senate CSU*, shall be required to initiate a recall election.
6. If the petition is for the recall of a member or an officer of ~~the Cal Poly Academic Senate, California Polytechnic State University, San Luis Obispo,~~ a member of the Grants Review Committee, or a CSU academic

senator, the Academic Senate office shall conduct the balloting in these elections.

7. The recall ballot shall be worded so that it can be answered "yes" or "no." _____ (name) shall be recalled from the _____ (category of elected representative) _____. The reasons stated in the petition are as follows:

Yes _____ No _____

8. A majority vote of those eligible to vote and voting will be sufficient to recall the incumbent.
9. If the incumbent is recalled, nominees will be solicited for ten (10) days in which regular classes are in session from the area where the vacancy now exists.
10. After nominees have been received, the Academic Senate Chair shall notify all of the faculty members of the college or area affected of the nominees and of the time and place of the election to fill the vacancy created by the recall.
11. The election procedures and ballot counting shall be as provided in these bylaws for regular elections.

X. AMENDMENTS TO THE BYLAWS

These bylaws may be amended by a two-thirds majority vote of the senators present at a regular meeting of the Academic Senate, providing that a first reading of the proposed amendment has taken place at the previous regular meeting of the Academic Senate.

Adopted:

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

AS-___-26

RESOLUTION ON STACKED COURSES

Impact on Existing Policy: None

- WHEREAS, Stacked courses are distinct courses that meet together—each with its own course learning objectives (CLOs); and
- WHEREAS, Stacked courses differ from crosslisted courses, which share the same course learning objectives (CLOs); and
- WHEREAS, A separate designation for stacking is needed since crosslisting only allows credit in one of the crosslisted courses; and
- WHEREAS, There are legitimate reasons why academic units may need to have courses meet together that include: collaboration on a common task, different audiences that approach the same material at different levels, or low enrollment that would prevent a course from being offered; and
- WHEREAS, Cal Poly does not have a policy governing stacked courses; and
- WHEREAS, In the absence of a policy University Scheduling will no longer allow non-crosslisted courses to meet together; and
- WHEREAS, The current curriculum review process is an appropriate vehicle to review and approve course stacking; therefore, be it
- RESOLVED: that the Cal Poly Academic Senate adopts the attached Policy on Stacked Courses to begin with the 2028 Catalog review cycle.

Proposed by: Academic Senate Curriculum Committee and the Academic Senate Graduate Committee

Date: ##/##/2026

POLICY ON STACKED COURSES

Definitions

- A crosslisted course is a single course with a single set of course learning objectives (CLOs), offered by different departments or programs, and thus identified by different course prefixes and numbers. Taking a crosslisted course under one course prefix and number confers equivalent credit in all versions of the crosslisting, so a student may take only one version of a crosslisted course.
- Stacked courses are distinct courses that are designed to meet together and to allow students enrolled in each course to attain its distinct CLOs, which represent its specific course level and goals. Taking one course in the stack does not necessarily confer equivalent credit for the other courses in the stack or prohibit students from taking the other courses in the stack unless the courses are designated as antirequisites. In that case, the courses will have a notation in the Catalog that they are not open to students with credit in (NOTSWCI) the other courses in the stack.

Policy

1. This policy does not address faculty compensation for teaching stacked courses.
2. Course stacking will now be a designated property of a course that must be declared when a course is proposed or through a course edit. Stacking may be added or removed from a course outside of the normal Catalog cycle if no other changes that are prohibited off-cycle are required at the same time. For example, an antirequisite can only be added as part of the Catalog cycle.
3. After this policy goes into full effect in Fall 2028, courses not designated as “stacked” cannot meet together.
4. Courses may be designated as stacked if:
 - a. One of the following conditions is met:
 - i. The courses are intended to meet together whenever they are offered in the same term, OR
 - ii. The courses must be stacked due to low enrollment, AND
 - b. All CLOs for each stacked course can still be achieved by its own students when they meet together.
5. Course stacking can be added to a course through the following process.
 - a. The Course Proposal form will be amended by adding fields that indicate stacking, which courses are in the stack, and justify why the stacking is appropriate.
 - b. The justification for stacking must describe how the CLOs of the stacked course can still be achieved if it meets together with the other courses in the stack. For proposals to stack courses of different levels (*e.g.* lower-division with upper-division, undergraduate with graduate), this justification must be particularly strong and indicate why the courses cannot meet separately.
 - c. If a new course is proposed to be stacked with an existing course, a course edit of the existing course must be submitted along with the new course proposal.
 - d. The proposal must indicate whether students are prohibited from earning credit in more than one course within the stack.
 - e. Stacking is reviewed as any other course element at all levels of curriculum review appropriate for a particular course (*e.g.* stacking for GE courses is reviewed by the General Education Governance Board, stacking for graduate classes is reviewed by the Academic Senate Graduate Committee).
 - f. When reviewing a stacked proposal,
 - i. both the positive and negative implications of mixing audiences should be considered and extra scrutiny should be applied to proposals that stack courses at different levels, and

- ii. relevant Chancellor’s Office (CO) policies on course-stacking should be observed (for example, when stacking graduate courses, the CO policies “Definitions of Graduate Level Instruction” and “Recommendations on the Study of Graduate Education”).
- g. If stacking is rejected by any level of curriculum review, the proposers have the option to either
 - i. remove the stacking so that the proposal may proceed, or
 - ii. use the curriculum appeals process to request approval.
- 6. A stacked course will have a notation in its Catalog description indicating the other courses with which it may meet.
- 7. A course designated as stacked may meet separately at the discretion of the department/unit offering the course. It does not always have to be offered together with other courses in the stack.
- 8. If the “stacked” designation is no longer needed, a department/unit should submit a course edit removing the ability to stack the course. This course edit should include a justification for removing the stacking in the “Justification of Need” section. When approved, the “stacked” notation will be removed from its course description and all courses it was stacked with.
- 9. Once removed, adding stacking requires another proposal with new approvals.
- 10. Departments/units offering stacked courses should periodically assess whether their CLOs are being met. Such assessment should occur, at a minimum, during each program review period.

Implementation of this Policy

- From Fall 2026 to Summer 2028, all semester courses converted from quarter courses that were stacked in Fall 2024 or later may continue to be stacked; however, no new stacking may be added.
- The course stacking restrictions in this policy will take effect for the 2028 Catalog review cycle. Beginning in Fall 2028 only courses approved for stacking via this process may be stacked. Departments/units must propose course edits to add stacking as part of their 2028 Catalog proposals if they want to continue stacking any currently stacked courses after Summer 2028. These proposals will be reviewed as part of the usual 2028 Catalog review process.

Adopted:

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

AS-XXXX-XX

**RESOLUTION ON PROPOSED NEW DEGREE PROGRAM: MASTER OF SCIENCE IN
COMPUTER ENGINEERING**

Impact on Existing Policy: None

- 1 WHEREAS, The Computer Engineering Department has a strong history of educating
2 students in the design and development of computing systems and
3 technologies; and
- 4 WHEREAS, Computer Engineering is a field that plays a central role in modern society
5 through its contributions to computing systems, embedded systems, and
6 emerging technologies such as artificial intelligence; and
- 7 WHEREAS, Computer Engineering education at Cal Poly emphasizes Learn by Doing
8 through applied, practice-based learning experiences; and
- 9 WHEREAS, The proposed Master of Science in Computer Engineering provides
10 advanced study in the design, analysis, and implementation of computer
11 hardware and software systems; and
- 12 WHEREAS, The proposed program prepares graduates for advanced careers and
13 leadership roles in high-demand industries; and
- 14 WHEREAS, The proposed Master of Science in Computer Engineering builds upon
15 existing faculty expertise, facilities, and interdisciplinary collaboration
16 within the College of Engineering; and
- 17 WHEREAS, The proposed Master of Science in Computer Engineering has been
18 approved by the Computer Engineering Department curriculum committee,
19 the College of Engineering curriculum committee, and the Academic Senate
20 Curriculum Committee; therefore be it

- 21 RESOLVED: That the Academic Senate of Cal Poly approves the new degree program
22 for the Master of Science in Computer Engineering for final review by the
23 Chancellor's Office.

Proposed by: Computer Engineering Department

Date: May 19, 2026



Academic Programs, Innovations and Faculty Development
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**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.)	MS
Campus Specific Degree Title	Computer Engineering
CSU Degree Title	Computer Engineering
CIP Code	14.0901
CIP Code Degree Title	Computer Engineering
Requested Start Term	Fall 2027
College	College of Engineering
Department	Computer Engineering
Proposer Contact Name(s), Position(s), and Email(s)	Andrew Danowitz, Associate Professor, adanowit@calpoly.edu

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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

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).

Master of Science in Computer Engineering

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

9/18/2023

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

Fall 2026

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

30 Semester 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.

Department of Computer Engineering

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

Andrew Danowitz, Associate Professor of Computer Engineering

- 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.

See Attachment 1: Letter of Support from Robert Crocket, Interim Dean, College of Engineering, April 29, 2025.

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

Letter of curriculum committee approval will be provided after required edits/changes from APP.

See Attachment 2 [pending]

- (a) Computer Engineering Department Curriculum Committee approval, date
- (b) College of Engineering Curriculum Committee approval, date
- (c) Ad Hoc Graduate Curriculum Committee approval, date
- (d) Academic Senate Curriculum Committee approval, date
- (e) Academic Senate Resolution, date
- (f) Presidential approval, date

- 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.

See Attachment 3: 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.

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?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.

CSU code: 09094, CIP code: 14.0901

A program that generally prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of computer hardware and software systems and related equipment and facilities; and the analysis of specific problems of computer applications to various tasks. Examples: [Computer Systems Engineering]

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.

The M.S. Computer Engineering program will equip students with advanced knowledge and skills at the intersection of Electrical Engineering and Computer Science. It allows students to explore advanced topics and techniques in areas such as embedded systems, digital systems design, computer architecture, and high-performance software design. In the spirit of Cal Poly’s Learn By Doing philosophy, the program emphasizes practical applications, preparing graduates for advanced careers in various industries including technology, telecommunications, automotive, aerospace, and beyond. In line with Cal Poly’s Ready Day One philosophy, graduates will choose one of two culminating experiences: an extensive hands-on research through the form of a graduate thesis or an industry-sponsored project experience that will allow them to directly transition into their career roles.

One major strength of our program is our interdisciplinary faculty. Several members of the department have joint appointments or active research collaborations with departments throughout the College of Engineering. These existing relationships will provide our students with opportunities to tackle challenging, meritorious computing projects across the wide range of disciplines where advanced computer hardware and computing techniques are required.

Although Cal Poly already offers an undergraduate degree in Computer Engineering, there is significant industry demand for graduates with advanced training in this field. The U.S. Bureau of Labor Statistics projects the labor market for Computer Hardware Engineers to grow at a rate of 7% per year for the decade of 2023-2033.¹ While entry level jobs in this field typically only require a bachelor’s degree, as the U.S. Bureau of Labor Statistics points out, “Some large firms or specialized jobs may require a

¹ <https://www.bls.gov/ooh/architecture-and-engineering/computer-hardware-engineers.htm>

master's degree in computer engineering."² Additionally, a Master's is typically required for the job of Computer and Information Research Science which is projected to grow at 26% per year from 2023–2033. As the same agency states, "Computer and information research scientists typically need a master's or higher degree in computer science or a related field."³ This demand, coupled with Cal Poly Computer Engineering's ranking as the #1 Computer Engineering program at a non-doctoral level institution (*U.S. News & World Report*, "Best Colleges Rankings," 2025)⁴ makes Cal Poly well positioned to be a leader in the provision of a top-quality Computer Engineering master's degree.

The rapid advancement and widespread adoption of artificial intelligence (AI) further strengthens the long-term demand for graduate-level education in Computer Engineering. AI systems depend fundamentally on advances in computing hardware, embedded systems, high-performance architectures, networking, and hardware–software co-design—core areas of Computer Engineering expertise. While AI tools may automate certain routine tasks, they simultaneously increase demand for engineers capable of designing the underlying computational infrastructure that enables AI at scale. Analysis from the Center for Strategic and International Studies⁵ highlights that meeting the expanding AI infrastructure build-out will require a workforce with specialized technical capabilities beyond basic coding skills.

Federal employment projections continue to show strong structural demand in computing-related occupations. Overall, Computer and Information Technology occupations are projected to grow much faster than the average for all occupations from 2024 to 2034, with roughly 317,700 openings per year due to growth and replacement needs.⁶

Industry demand for AI-capable systems, data centers, and high-performance infrastructure further underscores this trend. The AI computing and data center build-out is expected to surge as organizations expand capacity to host advanced AI workloads, placing sustained pressure on engineering talent to design, optimize, and maintain these systems.⁷ Reports also note a growing shortage of engineers and technicians capable of supporting the rapid expansion of AI infrastructure, particularly for data center design, power systems, and high-density computing environments.⁸

These developments suggest that AI is not reducing long-term demand for computer engineers, but rather raising the bar on specialization and technical expertise, making graduate-level preparation increasingly valuable. A Master of Science in Computer Engineering positions Cal Poly graduates to move beyond routine implementation roles and into advanced systems design, research and development, and leadership in AI-enabled technologies.

² <https://www.bls.gov/ooh/architecture-and-engineering/computer-hardware-engineers.htm#tab-4>

³ <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

⁴ <https://www.usnews.com/best-colleges/rankings/engineering-computer>

⁵ <https://www.csis.org/analysis/genais-human-infrastructure-challenge-can-united-states-meet-skilled-trade-labor-demand?>

⁶ <https://www.bls.gov/ooh/Computer-and-Information-Technology>

⁷ <https://www.deloitte.com/us/en/insights/topics/emerging-technologies/growing-demand-ai-computing.html?>

⁸ <https://spectrum.ieee.org/ai-data-centers-engineers-jobs?>

The M.S. Computer Engineering program will provide a path for students to continue their Computer Engineering education beyond the B.S. Computer Engineering curriculum. It will also enable the Computer Engineering Department to recruit and retain top faculty candidates by providing Computer Engineering faculty with professional development opportunities through engaging in graduate-level student research.

Although this program is being presented as “new,” it effectively already exists in practice. Currently, Computer Engineering undergraduate students who wish to pursue graduate study must enroll in either the M.S. in Electrical Engineering or the M.S. in Computer Science due to the absence of a dedicated M.S. in Computer Engineering. As a result, Computer Engineering faculty are already advising, teaching, and supervising graduate students whose academic focus is distinctly Computer Engineering. This proposal formalizes an existing academic pathway and provides appropriate disciplinary alignment and degree designation for work that is already occurring within the university. The establishment of a state-supported M.S. in Computer Engineering reflects the maturation of the department and aligns graduate education with the structure of the undergraduate program.

This program is proposed as state-supported because it serves the core academic and workforce mission of the California State University system. Computer Engineering is central to California’s economy, which leads the nation in semiconductor design, embedded systems, aerospace, telecommunications, cybersecurity, and AI-enabled technologies. The proposed program supports the preparation of highly skilled engineers for these strategically important industries and provides an accessible, affordable pathway for California residents to obtain advanced technical training.

Unlike self-support programs, which are typically designed for specialized professional markets or mid-career working professionals at premium tuition rates, the proposed M.S. in Computer Engineering is intended to serve:

- Continuing Cal Poly undergraduates seeking advanced preparation
- California residents preparing for high-demand technical roles
- Students pursuing research and innovation aligned with public-sector and regional workforce needs

Because this program builds upon existing faculty expertise, infrastructure, and instructional capacity, and because graduate students are already being supported in closely related degree programs, the transition to a state-supported M.S. in Computer Engineering represents an academic realignment rather than the creation of a new revenue-generating enterprise, where it is expected that M.S. students in EE and CS who would work with a Computer Engineering advisor will enroll in the Computer Engineering M.S. program. Indeed, even after the establishment of an independent M.S. in Computer Engineering degree program, it is anticipated that all 4000 and 5000 level classes with the exception of the culminating experience will be open for enrollment for students from EE, CS, and CPE M.S. students and advanced CPE undergraduates. The Ethics course proposed for this degree program will additionally be cross-listed with the philosophy department and open to advanced Philosophy undergraduates as well. Likewise, we envision CPE Master’s students enrolling in 4000 and 5000 level coursework offered by other departments. This sort of interdisciplinary, inter-degree program enrollment would be made significantly more difficult to maintain if the CPE M.S. program were transformed into the lone extended education degree program within the Noyce School of Applied Computing. Establishing the program under state support ensures equitable access to courses for all Noyce-affiliated Master’s students and advanced undergrads, strengthens the Teacher-Scholar model, and reinforces Cal Poly’s public mission.

Keeping the program as public support will also enable smoother transition pathways when we expand the computer engineering M.S. program to feature a blended B.S. M.S. option for degree enrollment.

Understanding the need for a Computer Engineering master's program starts with recognizing the history of Computer Engineering at Cal Poly and its relation to the rapid development in computer-related technology. The Computer Engineering baccalaureate program turned out its first graduate in 1990, which was a time when electrical engineering and computer science were both well-established fields. Being that computer engineering was a relatively new field, creating a computer engineering program at that time rather than a computer engineering department made the most sense as a viable major could be created by drawing from existing computer science and electrical engineering curricula.

The rate of change in computer technology and the overall availability of computers and computer-based applications in the last 36 years has changed many aspects of the engineering landscape. Computers and computer-controlled devices have become ubiquitous. During this time, the notion of computer engineering as a cross between computer science and electrical engineering became outdated and limiting. In essence, the field of computer engineering has distanced itself from computer science and electrical engineering and evolved into its own distinct and widely recognized discipline.

The relatively recent creation of the Computer Engineering Department represented the first step in acknowledging the unique needs of Computer Engineering education at Cal Poly. The next step in this process was the complete retooling of the Computer Engineering curricula, a process that was initiated by Cal Poly's switch from the quarter system to semesters. Creating a Computer Engineering master's program represents the final step in this process as it will provide a path for both Computer Engineering students to be maximally prepared for advanced technical employment and/or continued graduate education and removes current limits/barriers faced by Computer Engineering faculty members in the area of professional development and their support of Cal Poly's Teacher-Scholar Model. The newly created Noyce School of Applied Computing currently provides funding for both research and instructional-based initiatives for Computer Engineering, Electrical Engineering, and Computer Science departments. Additionally, the Computer Engineering Industrial Advisory Board has been expressing the need for a Computer Engineering master's program since the Board's inception in 2005.

- b. Provide the proposed catalog description. The description should include:
 - i. a narrative description of the program

The Master of Science in Computer Engineering (MS CPE) enables students to build on the foundation they gained from their undergraduate education and/or related work experience. The MS CPE program design is similar to other engineering-based master's programs in that it initially provides students with core knowledge associated with computer engineering related topics, then allows students to use an independent thesis or supervised project to extend that basic knowledge by focusing their studies on specific topics. The field of computer engineering encompasses a vast array of topics and applications. The overall goal of the program is to provide students with an advanced understanding of the theory, design, and application of computer systems with a strong emphasis on the interaction between the underlying hardware and software of such systems.

Examples of specialties associated with computer engineering include the design and implementation of embedded systems, computer architectures, cyber security, computer networks, operating systems, etc., as well as the integration of artificial intelligence in these areas.

The MS CPE program is primarily intended for students with an undergraduate degree in Computer Engineering, but also supports students with degrees and/or experience in Computer Science or Electrical Engineering. The program requires completion of a core curriculum, directed electives, and either an independent thesis or supervised project for a total of 30 semester units.

ii. admission requirements

Students admitted to the Computer Engineering Master's Program must have completed undergraduate studies with a GPA of 3.0 or higher with a major or minor in Computer Engineering, Electrical Engineering, Computer Science, Software Engineering, or a related field. Applicants should also have taken the equivalent of:

- CSC 2050 System Software Mechanics
- CPE 3160 Microcontrollers and Embedded Applications
- CPE 3201 Introduction to Computer Security
- CPE 3300 Computer Architecture

Students without these courses may be admitted conditionally, taking up to 8 units (not applicable to the degree) in these areas to make up for any deficiencies.

- 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.

Required courses:

- **Core Courses (9 units):**
 - CPE 5505: Ethics for Computer Engineering (3 units)
Prerequisites: Graduate standing or consent of the instructor
 - CPE 5300: Computer Microarchitecture (3 units)
Prerequisites: Graduate standing, CPE 3300 Computer Architecture, or consent of instructor
 - CPE 5590: Graduate Research Methods (3 units)
Prerequisites.: Graduate standing or consent of the instructor
- **Culminating Experience (6 units):**
 - CPE 5598: Master's Project (6 units)
Prerequisites: Graduate standing, consent of advising instructor, may not be taken if student has credit in Thesis (CPE 5599 Master's Thesis).

OR

 - CPE 5599: Master's Thesis (6 units)
Prerequisites: Graduate standing, consent of advising instructor, may not be taken if student has credit in Project (CPE 5598 Master's Project).

- **5000-level CPE, CSSE, or EE Electives (3-4 units)*:**
 - CPE 5350 Digital Systems Design (3 units)
Prerequisites: Graduate standing, and CPE 3160 Microcontrollers and Embedded Applications, or CPE 3300 Computer Architecture, or EE3329 Cyber-Physical Systems
 - CPE 5420: Advanced High Performance Embedded Systems (3 units)
Prerequisites: Graduate standing, and CPE 4420 High-Performance Embedded Systems or consent of instructor
 - CPE 5564: Research Topics in Computer Networks (3 units)
Prerequisites: Graduate standing, and CPE 4464 Introduction to Computer Networks or CPE 4220 Network Security or consent of instructor
 - CPE 5500 Directed Study (1-4 units)
Prerequisites: Graduate standing and consent of instructor
 - CPE 5660: Computer Systems (3 units)
Prerequisites: Graduate standing, CPE 3300 Computer Architecture
 - CSC 5100 Modern Software Engineering (3 units)
Prerequisites: Senior standing and CSC 307 Software Engineering I, CSC 308 Software Engineering II or CSC 3100 Software Engineering III; or graduate standing
 - CSC 5113 Computing Education Research and Practice (3 units)
Prerequisites: Senior standing or graduate standing
 - CSC 5170 Special Advanced Topics in Software Engineering (1-4 units)
Prerequisites: Graduate standing, CSC 307 Software Engineering I, CSC 308 Software Engineering II, or CSC 3100 Software Engineering III; and consent of instructor
 - CSC 5201 Computer Security and Privacy (3 units)
Prerequisites: Senior standing and CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security; or graduate standing and consent of instructor
 - CSC 5210 Software Security (3 units)
Prerequisites: CSC 307 Software Engineering I or CSC 308 Software Engineering II or CSC 3100 Software Engineering III and CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security; or graduate standing and consent of instructor
 - CSC 5220 Advanced Network Security and Privacy (3 units)
Prerequisites: CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security and CPE 464 Computer Networks or CPE 4464 Advanced Computer Networks; or graduate standing
 - CSC 5270 Special Advanced Topics in Computer Security (1-4 units)
Prerequisites: Graduate standing, CPE/CSC 321 Computer Security, or CPE/CSC 3201 Introduction to Computer Security; and consent of instructor
 - CSC 5281 System Security (3 units)
Prerequisites: CSC 364 Introduction to Database Systems or CSC 3001 Data Structures and Algorithms and CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security; or graduate standing
 - CSC 5370 Special Advanced Topics in Programming Languages (1-4 units)
Prerequisites: Graduate standing, CSC 430 Programming Languages or CSC 3300 Programming Languages, and consent of instructor

- CSC 5445 Advanced Theory of Decidability and Reducibility (2 units)
Prerequisites: CSC 445 Theory of Computation, CSC 3445 Theory of Computation, or graduate standing
- CSC 5447 Advanced Algorithmic Graph Theory (2 units)
Prerequisites: CSC 349 Design and Analysis of Algorithms or CSC 3449 Design and Analysis of Algorithms, or graduate standing
- CSC 5449 Advanced Algorithm Design and Analysis (4 units)
Prerequisites: CSC 349 Design and Analysis of Algorithms or CSC 3449 Design and Analysis of Algorithms; or graduate standing and consent of instructor
- CSC 5550 Research in Operating Systems (3 units)
Prerequisites: CPE/CSC 453 Operating Systems or CPE/CSC 4553 Introduction to Operating Systems; or graduate standing and consent of instructor
- CSC 5570 Special Advanced Topics (1-4 units)
Prerequisites: Graduate standing, satisfactory preparation in computer science, and consent of instructor
- CSC 5571 Special Advanced Laboratory (1-2 units)
Prerequisites: Graduate standing and consent of instructor
- CSC 5660 Advanced Database Management Systems (4 units)
Prerequisites: Graduate standing, CSC 365 Introduction to Database Systems, or CSC 3665 Database Systems
- CSC 5669 Distributed Computing (4 units)
Prerequisites: CPE/CSC 357 Systems Programming or CPE/CSC 2050 System Software Mechanics; or graduate standing and consent of instructor
- CSC 5670 Special Advanced Topics in Computer Systems (1-4 units)
Prerequisites: Graduate standing, CPE/CSC 453 Operating Systems or CPE/CSC 4553 Introduction to Operating Systems, and consent of instructor
- CSC 5710 Computer Graphics (3 units)
Prerequisites: CPE/CSC 471 Introduction to Computer Graphics or CSC 4710 Introduction to Computer Graphics; or graduate standing and consent of instructor
- CSC 5740 Advanced Compute Shaders in Computer Graphics (3 units)
Prerequisites: CPE/CSC 471 Introduction to Computer Graphics, CSC 4710 Introduction to Computer Graphics, or graduate standing
- CSC 5770 Special Advanced Topics in Computer Graphics (1-4 units)
Prerequisites: Graduate standing, CPE/CSC 471 Introduction to Computer Graphics or CSC 4710 Introduction to Computer Graphics, and consent of instructor
- CSC 5870 Special Advanced Topics in Artificial Intelligence (1-4 units)
Prerequisites: Graduate standing, CSC 480 Artificial Intelligence or CSC 4880 Artificial Intelligence, and consent of instructor
- CSC 5880 Artificial Intelligence (4 units)
Prerequisites: Senior standing and CSC 480 Artificial Intelligence or CSC 4880 Artificial Intelligence; or graduate standing and consent of instructor

- CSC 5887 Advanced Deep Learning (4 units)
Prerequisites: One of the following: CSC 487 Deep Learning, CSC 4667 Deep Learning, DATA/CSC 4610 Fundamentals of Machine Learning, or graduate standing
- EE 5424 Principles of Remote Sensing and Radar (3 units)
Prerequisites: EE 2328 Signals and Systems or graduate standing
- EE 5428 Computer Vision (4 units)
Prerequisites: EE 2328 Signals and Systems or graduate standing
- EE 5504 Software Defined Radio (4 units)
Prerequisites: EE 314 Communication Systems, EE 4314 Communication Systems, or graduate standing
- EE 5509 Computational Intelligence (4 units)
Prerequisites: EE 2328 Signals and Systems or graduate standing
- EE 5513 Modern Control Systems (4 units)
Prerequisites: EE 302 Linear Systems and Signals, EE 3302 Linear Systems and Signals, or graduate standing
- EE 5514 Advanced Modern Control Systems (4 units)
Prerequisites: EE 302 Linear Systems and Signals, EE 3302 Linear Systems and Signals, or graduate standing
- EE 5515 Advanced Digital Signal Processing (3 units)
Prerequisites: EE 314 Communication Systems, EE 2328 Signals and Systems, or graduate standing
- EE 5517 Data Analytics for Cyber-Physical Systems (3 units)
Prerequisites: EE 2328 Signals and Systems, EE 3329 Cyber-Physical Systems, or graduate standing
- EE 5525 Stochastic Processes (3 units)
Prerequisites: STAT 350 Statistics for Engineers or STAT 3310 Statistics for Engineers or graduate standing
- EE 5526 Advanced Digital Communications (4 units)
Prerequisites: EE 416 Digital Communication Systems, EE 4416 Digital Communication Systems, or graduate standing
- EE 5531 Advanced VLSI Design and Validation (3 units)
Prerequisites: EE 431 Computer-Aided Design of VLSI Devices, EE 4431 Computer-Aided Design of VLSI Devices, or graduate standing
- EE 5532 VLSI Test Laboratory (1 unit)
Prerequisites: EE 307 Electronics Laboratory, EE 3306 Electronics, or graduate standing
- EE 5570 Special Advanced Topics (1-4 units)
Prerequisites: Graduate standing and consent of instructor
- EE 5571 Special Advanced Laboratory (1-2 units)
Prerequisites: Graduate standing and consent of instructor
- STAT 5210 Introduction to Engineering Statistics for Graduate Students (3 units)
Prerequisite: Graduate standing; and univariate calculus or equivalent.

- **4000/5000-level CPE or CSSE Electives (11 or 12 units)***
 - Any Advanced Elective Course listed above beyond 3 units
 - CPE 4140: Robotics System Integration (3 units)
Prerequisites: CPE 3160 Microcontrollers and Embedded Applications or EE 3329 Cyber-Physical Systems or graduate standing
 - CPE 4160: Autonomous Mobile Robotics (3 units)
Prerequisites: CPE 3160 Microcontrollers and Embedded Applications
 - CPE 4180: Advanced Microcontrollers and Embedded Applications (3 units)
Prerequisites: CPE 3160 Microcontrollers and Embedded Applications or EE 3329
 - CPE 4220: Network Security (3 units)
Prerequisites: CPE4464 Introduction to Computer Networks or CSC 3001 Modern Application Development
 - CPE 4250: Wireless Security (3 units)
Prerequisites: CSC 3201 Introduction to Computer Security
Corequisite: Phil 3323 Ethics, Science, and Technology
 - CPE 4280: Introduction to Hardware Security (3 units)
Prerequisite: CSC 3201 Introduction to Computer Security, CPE 3300 Computer Architecture
 - CPE 4300: Advanced Computer Architecture (3 units)
Prerequisite: CPE 3300 Computer Architecture
 - CPE 4390: Introduction to Real-Time Operating Systems (3 units)
Prerequisite: CPE 3160 Microcontrollers and Embedded Applications or EE 3329 Cyber-Physical Systems
 - CPE 4420: High-Performance Embedded Systems (3 units)
Prerequisite: CPE 3160 Microcontrollers and Embedded Applications or EE 3329 Cyber-Physical Systems
 - CPE 4455: Design of Fault Tolerant Systems (3 units)
Prerequisite: CPE 3160 Microcontrollers and Embedded Applications or EE 3329 Cyber-Physical Systems
 - CPE 4464: Introduction to Computer Networks (3 units)
Prerequisite: CSC 2050 System Software Mechanics
 - CPE 4465: Advanced Computer Networks (3 units)
Prerequisite: CPE 4464 Introduction to Computer Networks or CSC 3001 Modern Application Development
 - CPE 4650: Scalable Server Implementation and Testing (3 units)
Prerequisite: CPE 4420 High-Performance Embedded Systems or CSC 4553 Introduction to Operating Systems, and CPE4464 Introduction to Computer Networks or CSC 3001 Modern Application Development
 - CPE 4669: Distributed Systems (3 units)
Prerequisite: CSC 2050 System Software Mechanics
 - CPE 5595: Internship/co-op (1-2 units)
Prerequisite: Graduate standing
 - CSC 4230 Web and Cloud Security (3 units)
Prerequisites: CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security
 - CSC 4270 Special Advanced Topics in Computer Security (1-4 units)
Prerequisites: CPE/CSC 321 Computer Security or CPE/CSC 3201 Introduction to Computer Security, and consent of instructor

- CSC 4570 Special Advanced Topics in Computer Systems (1-4 units)
Prerequisites: CPE/CSC 357 Systems Programming or CPE/CSC 2050 System Software Mechanics, and consent of instructor
- CSC 4669 Distributed Systems (4 units)
Prerequisites: CPE/CSC 357 Systems Programming or CPE/CSC 2050 System Software Mechanics
- CSC 4710 Introduction to Computer Graphics (3 units)
Prerequisites: CPE/CSC 357 Systems Programming or CPE/CSC 2050 System Software Mechanics
- STAT 5210 Introduction to Engineering Statistics for Graduate Students (3 units)
Prerequisite: Graduate standing; and univariate calculus or equivalent.

* Students may petition the program for course substitutions if they identify appropriate courses not listed here that are relevant to their educational goals.

iv. total units required to complete the degree

30 units required to complete the degree

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

Students advance to candidacy after successfully completing 9 units of coursework towards their graduate degree with a 3.0 GPA, including CPE 5590 Research Methods. Once they advance to candidacy, students are offered two choices of culminating experience, CPE 5598 Master's Project and CPE 5599 Master's Thesis. During their second year in the program, students may choose to work in a small group on a large open-ended industry sponsored culminating project under the direction of an external sponsor and faculty supervisor (CPE 5598), or under the direct supervision of a faculty adviser on a master's thesis (CPE 5599). Both options require a final culminating document. Findings of a master's thesis will be of a quality commensurate with a peer-reviewed research article. Findings of the project should be commensurate with industry published white papers. Students will present and defend their work and culminating document before a committee of no fewer than three faculty to achieve approval for graduation. Sponsors for industry projects will be sought from our traditional undergraduate capstone partners, including Cisco, Western Digital, and ROHM Semiconductor, and companies represented on the Computer Engineering Industrial Advisory Board. There are ongoing discussions with Lawrence Livermore National Laboratories, which is looking to expand its existing Master's advisory partnerships with Cal Poly. Details of available projects will be published early in the fall semester. Students wishing to pursue an industry sponsored project will be asked to submit a brief application including their transcript, CV, and a ranked choice of projects to work on. Faculty will review anonymized applications to determine best matches. While all efforts will be made to solicit enough projects for the number of students interested, if there is a shortage of projects students will first be asked for volunteers to pursue a thesis project instead, and students will be asked to apply for projects and selected based on fit and expertise.

Students with existing relationships to companies through previous or concurrent employment may also work with their companies to bring sponsored projects to Cal Poly. Subject to project review and approval by a faculty advisor and the graduate coordinate, and assuming the project can be structured

to meet all Cal Poly sponsored project requirements, students will be allowed to work on these projects as their culminating experience.

Catalog Copy for 5598 and 5599:

CPE 5598 Master's Project: Culminating experience focusing on an applied design or testing project typical of Computer Engineering applied research. Project management skills including budgeting, timelines, resource management, and professional communication will be developed. Total credit limited to 6 units. Graduate standing.

CPE 5599 Master's Thesis: Selection by individual with faculty approval of topic for individual research or investigation resulting in a thesis as the culminating experience for a Master's degree. Total credit limited to 6 units. Graduate standing and consent of the instructor.

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)

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

M.S. Computer Engineering Program Learning Objectives (PLOs):

All graduates of the M.S. Computer Engineering will:

1. Demonstrate technical expertise in computer engineering and apply that expertise in leadership roles such as project direction, team coordination, or technical decision-making;

2. Apply a broad range of computer engineering solutions to solve hardware and software engineering problems;
3. Formulate research questions, evaluate prior work, and design and execute rigorous methods to generate and interpret evidence in computer engineering contexts;
4. Communicate complex technical ideas in written and oral formats to technical and professional audiences;
5. Apply ethical reasoning and evaluate the societal impacts of computer engineering solutions;
6. Integrate diverse perspectives and stakeholder considerations in the development of effective engineering solutions; and
7. Be prepared for professional development through independent learning, training, and continued graduate education.

PLO 6 was specifically developed to address University Diversity Learning Outcomes 1 and 5:

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;
5. Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines.

Student Learning Objectives (SLOs):

All M.S. Computer Engineering students will:

1. Communicate technical concepts effectively by delivering clear and coherent oral presentations and written reports in relation to their graduate thesis or graduate culminating project (5598 or 5599).
2. Design and implement hardware and software systems by completing either a culminating project or thesis, meeting specified design requirements or research goals (5598 or 5599).
3. Demonstrate adherence to ethical standards in computer engineering practice by completing coursework (5505) on professional ethics and integrity, and by applying ethical considerations in design projects and research activities (5598 or 5599).
4. Collaborate productively in multidisciplinary teams and contribute effectively to team projects in Research Methods (5590), Computer Microarchitecture (5300), Master's project (if applicable), and technical elective.
5. Construct an argument for how a computing solution could be improved through the integration of diverse perspectives by completing coursework (5505) in ethical considerations for computing and Research Methods (5590).

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
SLO 1				X			
SLO 2	X	X	X				X
SLO 3					X		
SLO 4	X		X			X	
SLO 5						X	

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.

See the Curriculum Map Matrix (Attachment 4) and the Comprehensive Assessment Plan (Attachment 5).

The CPE department will create a Master’s Assessment committee that will be responsible for evaluating program assessment elements and make recommendations for improving the program. The program assessment committee will review the results of each SLO once per five-year evaluation cycle, which works out to examining a different SLO each year. The assessment committee will report its findings and recommendations to the full department faculty at the end of each year. The department will decide on the recommendations and how to implement the suggested improvements, which may involve consultation with outside bodies.

Direct Assessment:

A detailed assessment plan, including mapping of ULOs/PLOs/SLOs, assessment timing, assessment evaluation, and rubrics is included in the attached Comprehensive Assessment Plan.

The CPE department will use the following as direct assessment of the master’s program:

- Embedded questions in exams linked to specific PLOs/SLOs
- Homework assignments, projects, oral presentations, and written reports. We will use rubrics developed around certain criteria for specific learning outcome to be assessed. Each required course will have artifacts linked to SLOs and PLOs.

The MS CPE PLOs were designed after a series of department-wide consultations and were inspired by existing PLOs from other existing MS programs at Cal Poly as well as from Computer Engineering Master's programs offered by other institutions.

As described in the attached plan, the outcomes of these assessments will be summarized and presented to the entire graduate program faculty. We will analyze both attainment of mastery in SLOs based rubric-based direct assessments, including the percentage of students achieving high levels of performance, and progress between the courses where each SLO/PLO is introduced and where expect mastery to be achieved. Based on results, graduate faculty will suggest and pilot changes to curriculum to improve student attainment of SLOs and PLOs. Focus groups and post-graduation surveys of students may also be used to inform program improvements.

Culminating Experience: Thesis or Project:

Progress through the MS degree culminates in the completion of either a research-based thesis or completion of a comprehensive industry sponsored project. Both require a formal written report of a quality commensurate with a peer-reviewed research article or an industry published white paper. Written reports will be evaluated using an appropriate rubric to assess many of the PLOs. The comprehensive assessment plan provides a structure to evaluate achievement of PLOs. The assessment plan aligns the Institutional Learning Outcomes, and the Program Learning Outcomes with the assessment activities, tools, schedule, reports, program findings and closing the loop strategies for program assessment and improvement.

Indirect Assessment:

The following methods will be used to collect data that reflects indirect assessment:

- Surveys/Interviews: The MS degree program will survey graduating students and alumni to gather data and feedback for assessment of program objectives.
- Postgraduate employer/advisory survey: External indicators can serve as excellent feedback that the MS degree is meeting its program goals. The postgraduate employer/advisory survey will help determine the success of graduates in securing positions in academia, private sector, governmental agencies, and non-profits.

c. Indicate total number of units required for graduation.

30 Semester 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.

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.

None planned at this time.

- 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.

(1) New courses needed to initiate the program:

CPE 5500 – Directed Study (1-4)

Individual directed study of advanced concepts. Repeatable up to 4 units. Credit/No Credit grading only. Prerequisite: Graduate standing and consent of instructor.

CPE 5505 – Ethics for Computer Engineering (3 units, New graduate course)

Examination of ethical impacts of computer engineering. Ethical reasoning, scouting for and identifying ethical impacts, implementing mitigations. Philosophical examination of topics raised by computer engineering, including consent, privacy, transparency, and potential harms. 3 lectures.

CPE 5590 – Graduate Research Methods (3 units)

Prepares students with skills and techniques to successfully complete project- or thesis- based culminating experience. Topics include engaging with peer-reviewed literature, basic statistical analysis techniques, scientific writing, plagiarism and Intellectual Property issues, and experimental design.

CPE 5595 – Internship or Co-Op (1-2 units)

Advanced study analysis and full-time work experience in student's career field; innovations, practices, and problems in computing. Must have demonstrated ability to do independent work and research in career field. A fully-developed formal report and evaluation by work supervisor required. Repeatable up to 2 units. Credit/No Credit grading only. Prerequisite: Graduate standing and consent of instructor.

CPE 5598 – Master's Project (3 units)

Culminating experience focusing on an applied design or testing project typical of Computer Engineering applied research. Project management skills including budgeting, timelines, resource management, and professional communication will be developed. Total credit limited to 6 units. Graduate standing.

CPE 5599 – Master's Thesis (1-6 units)

Selection by individual with faculty approval of topic for individual research or investigation resulting in a thesis as the culminating experience for a Master's degree. Total credit limited to 6 units. Graduate standing and consent of the instructor.

The CPE department currently offers a wide selection of 400- and 500-level courses that will be continued to be offered as 4000- and 5000-level courses in the semester curriculum beginning in Fall 2026. Five of these courses will be available as 5000-level graduate electives for master's students to use towards degree completion. Additionally, fourteen 4000-level courses will be available to master's students to choose as electives as listed in response to question 3biii. These 19 courses will be converted to semesters and in the catalog before the master's program start date, and all will be accessible and open to master's students who meet the program's admission criteria.

(2) New courses needed during the first two years after implementation:

None

- 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)

Please see the Course Offerings List, Years 1-3 (Attachment 6).

- 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.

This program matches the criteria as follows:

(1) The completion of a specified pattern of study approved by the appropriate campus authority.

The degree proposal was approved at several campus levels: department (including curriculum committee and chair), college (curriculum committee and dean), Academic Innovations and Programs, Graduate Education, Academic Plan Consultative Committee, Academic Senate Curriculum Committee, Academic Senate, Office of the Provost and Executive Vice President, and Office of the President.

(2) A minimum of thirty semester units of approved graduate work completed within a maximum time to be established by each campus.

The MS degree requires completion of 30 semester units.

(A) Not less than 21 semester units (32 quarter units) shall be completed in residence.

The MS degree requires at least 21 semester units be completed in residence.

(B) Not less than one-half of the units required for the degree shall be in courses organized primarily for graduate students.

The MS degree requires a minimum of 18 semester units of 500 level courses (This accounts for 60% of total required units).

(C) Not more than six semester units shall be allowed for a thesis or project.

The MS degree allows a maximum of 6 semester units for a thesis or project.

(3) Satisfactory completion of a thesis, project, or comprehensive examination.

The MS degree requires completion of a thesis or project (6 semester units) and defense of outcome in front of a panel of faculty.

(4) A grade point average of 3.0 (grade of B) or better in all courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

The MS degree requires a grade point average of 3.0 or better in all degree courses is required for graduation.

- 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)

The primary bachelor's degree program corresponding to the proposed MS is the BS Computer Engineering.

- a) The Computer Engineering Bachelor's Degree program is subject to ABET accreditation.
 - b) The bachelor's degree program is currently accredited (last accredited in 2020).
- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework. (WASC 2013 CFR: 2.2b)

Minimum requirements for applicants to be considered are:

- Filing of an application for Graduate Admission via Cal State Apply by the deadlines specified at Cal Poly's [Graduate Admissions: Dates and Deadlines](#) webpage.
- Submission of three letters of recommendation from a source that can attest to the academic capabilities of the applicant. All letters of recommendation must be uploaded through Cal State Apply.
- Statement of purpose describing the student's background and future goals in Computer Engineering.
- Completion of a bachelor's degree in Computer Engineering, Computer Science, Electrical Engineering, or a related field from an accredited college/university with a minimum grade point average of 3.0.

Beyond the minimum requirements, the following considerations are relevant:

As specified in response to question 3.b.ii above on admission requirements, applications must show that they have completed undergraduate coursework in systems programming (CSC 2050), principles of computer security (CPE 3201), computer architecture (CPE 3300 or equivalent), and microcontroller-based systems (CPE 3160 or equivalent). An applicant who lacks prerequisite coursework may be admitted as a conditionally classified student and must make up any deficiencies (8 unit limit) before moving to classified graduate standing.

All applicants who do not speak and write English as their primary language are required to complete the Test of English as a Foreign Language (TOEFL), taken within the last 2 years with a minimum score of 550 (paper version), 213 (computerized version), or 80 (internet based). Submit scores electronically to Institution Code: 4038. This requirement does not apply if country of citizenship is listed on the Automatic Waiver list [here](#).

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

Each semester students are enrolled, satisfactory progress toward the master's degree is expected to be made. Satisfactory academic progress is defined as maintaining a 3.0 GPA on all courses used to satisfy the degree requirements listed in Section 3.b.iii above. In addition, per University requirement, "graduate students are required to maintain continuous enrollment from the time of first enrollment in a graduate program until completion of the degree (AS-692-09)."⁹

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

Not applicable

⁹ <https://grad.calpoly.edu/policies/continuous-enrollment.html>

- 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.

See the MS CPE Curriculum 2-Year Roadmap provided in Attachment 7.

- 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.

As is standard practice for M.S. degrees in Computer Engineering, other than the university accreditation by WSCUC, the 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.

The following CSU campuses currently offer a Master's in Computer Engineering:

- CSU Fullerton: MS Computer Engineering
- CSU Northridge: MS Computer Engineering
- San Jose State University: MS Computer Engineering

Other institutions in California offering a Master's in Computer Engineering:

- University of Southern California: MS Computer Engineering
- UC Santa Barbara: MS Electrical and Computer Engineering
- UC Davis: MS Electrical and Computer Engineering

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

	Proposed Program, Cal Poly	CSUF ¹⁰	CSUN ¹¹	SJSU ¹²	USC ¹³	UCSB ¹⁴	UCD ¹⁵
Culminating Experience							
Thesis	Year	Year	Year	Year	N/A	Year	Year
Project	Year	Semester	Semester	Year	N/A	N/A	N/A
Exam	N/A	Available	N/A	N/A	N/A	Available	Available
Course-work	N/A	N/A	N/A	N/A	Only option	N/A	N/A
Required Core Courses (Excluding Thesis/Culminating Option)							
Required	CPE 5505 Ethics for Computer Engineers CPE 5590 Research Methods CPE 5300 Computer Microarchitecture	EGEC 447 Introduction to Cyber-Physical Systems Security EGEC 463 Current Topics in Computer Engineering EGEC 520 Advanced Computer Architecture EGEC 540 Computer Arithmetic Structures	N/A	CMPE 200 Computer Architecture CMPE 220 System Software CPE 240 Advanced Computer Design	N/A	N/A	EEC290 Seminar in Electrical and Computer Engineering
Enrollment							
	20 (est)	75 (F2024 BS+MS and MS) ¹⁶ 79 (F2025, BS+MS and MS)	31 (F2024) ¹⁷ 16 (F2025)	94 (F2024) ¹⁸ 108 (F2025)	N/A	101 (ECE MS F2024) ¹⁹ 99 (ECE MS F2025)	121 (ECE MS F2024) ²⁰ 144 (ECE MS F2025)

There are several differences between our proposed program and other available Master's programs in Computer Engineering in California:

Culminating experience: Only one other program, San Jose State, offers a full-year project as an option. We believe that our focus on allowing students to complete a one-year project in close alignment with an industry sponsor will enable deeper learning and more meaningful industry-related skill development as highlighted by the CSU's burgeoning "Beyond Completion" initiative.

Emphasis on research opportunities: As a non-Ph.D. granting institution, our program also centers master's students as key researchers in the topics of their choice. Rather than assisting more senior doctoral students on small components of projects, our program will have master's students working directly with faculty advisors to push the bounds of the field.

Required coursework in research methods: The Cal Poly proposed master's program is also the only program to require all students to take a research methods class, ensuring that all students regardless of culminating experience are equipped with a full set of research skills.

Required coursework in socio-technical dimensions of computer engineering: This will be the only program in this field that requires students to take an ethics course, helping to ensure that our graduates are uniquely qualified to understand the societal consequences and social context of their work after graduation.

The Noyce School's unique structure: The Noyce School of Applied Computing, which brings together the computing-related disciplines of Electrical Engineering, Computer Science, and Software Engineering under one interdisciplinary umbrella, will provide enhanced interdisciplinary opportunities for our master's students to take coursework, and conduct research in all areas of computing. The Noyce School through existing donations and future work will also provide our students with access to cutting-edge industry tools like the Cadence Design suite used extensively for custom digital circuit design and architecture.

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

¹⁰ https://www.fullerton.edu/ecs/ece/degrees/cpe_grad/index.php

¹¹ <https://w2.csun.edu/engineering-computer-science/electrical-computer-engineering/programs/graduate-programs/ms-computer-engineering>

¹² https://catalog.sjsu.edu/preview_program.php?catoid=15&poid=9495&returnto=5383

¹³ <https://viterbigradadmission.usc.edu/programs/masters/msprograms/electrical-computer-engineering/ms-computer-engineering/>

¹⁴ <https://www.ece.ucsb.edu/grad/ms>

¹⁵ <https://ece.ucdavis.edu/graduate>

¹⁶ <https://www.fullerton.edu/data/institutionalresearch/student/enrollments/headcountsftesbycollegeandstudentlevel.php>

¹⁷ https://www.csun.edu/counts/apps_admits_and_enrolls.php

¹⁸ https://prd-analytics.sjsu.edu/t/IRPublic/views/Student_Enrollment_Dashboard/StudentEnrollment?%3Aorigin=card_share_link&%3Aembed=y

¹⁹ <https://bap.ucsb.edu/institutional-research/ucsb-information-center/enrollment-dashboard>

²⁰ <https://aggiedata.ucdavis.edu>

Cal Poly currently offers M.S. Electrical Engineering and M.S. Computer Science programs that allow Cal Poly students to take 400-level (senior-level technical electives) and 500-level (master's) courses that are somewhat related to computer engineering. These courses are primarily designed to support students with knowledge and skills specific to those majors.

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

The Computer Engineering Department's Industrial Advisory Board (IAB) and students have long advocated for the creation of a CPE master's degree. Feedback has been positive about computer engineering's existing 500-level courses, which are offered for master's students in the electrical engineering and computer science master's programs. IAB members would like to see the creation of a Master's in Computer Engineering program that centers the student learning experience around our existing 5000-level courses so that students gain more breadth and depth in Computer Engineering as the primary focus of study.

- 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](#)

U.S. Bureau of Labor Statistics (BLS) projects demand for computer hardware engineers to increase 7% from 2023-2033.²¹ Similarly, the BLS projects a 21% growth rate in the number of jobs for Computer and Information Research Scientists from 2023-2033 and states that the typical entry level education for these jobs is a master's degree.²² According to the California state Employment Development Department, there will be over 17,000 job openings for Computer Hardware Engineers in the state in the next decade, and according to some sources 34% of these openings require a master's degree²³.

Industry demand for AI-capable systems, data centers, and high-performance infrastructure is expected to further increase demand for graduates with advanced degrees in Computer Engineering. The AI computing and data center build-out is expected to surge as organizations expand capacity to host advanced AI workloads, placing sustained pressure on engineering talent to design, optimize, and maintain these systems.²⁴ Reports also note a growing shortage of engineers and technicians capable of supporting the rapid expansion of AI infrastructure, particularly for data center design, power systems, and high-density computing environments.²⁵

²¹ <https://www.bls.gov/ooh/architecture-and-engineering/computer-hardware-engineers.htm>

²² <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

²³ <https://www.onetonline.org/link/summary/17-2061.00>

²⁴ <https://www.deloitte.com/us/en/insights/topics/emerging-technologies/growing-demand-ai-computing.html>

²⁵ <https://spectrum.ieee.org/ai-data-centers-engineers-jobs>

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.

As noted above in Section 3.a, U.S. Bureau of Labor Statistics data show that the profession of Computer and Information Research Science, which typically requires a master's degree, is projected to grow at 26% per year from 2023–2033.

An analysis of enrollment data from the last five years shows that annually, roughly 20 CPE undergraduate students enroll in a Cal Poly master's program in the related fields of Electrical Engineering or Computer Science. A strong indicator of student interest in a Computer Engineering master's program is the fact that many of these students subsequently enroll in master's level coursework offered by the Electrical Engineering and Computer Science Departments that include computer engineering topics and then go on to choose computer engineering faculty members as their thesis advisors. The creation of technical electives and graduate-level courses specific to computer engineering topics would serve to enhance student interest in computer engineering in general.

In a 2023 survey of Cal Poly Computer Engineering undergraduate students, 88% of respondents indicated that they would be interested in a Cal Poly master's program in Computer Engineering, and 77% responded that they would be more interested in applying to a Cal Poly master's program in Computer Engineering than to a master's program at Cal Poly in a related field such as Electrical Engineering or Computer Science. Ultimately, this demand would indicate a rebalancing of enrollment among EE, CS, and CPE master's programs as EE and CS Master's students who would otherwise work with an out-of-department CPE advisor instead enroll directly in the CPE MS program.

Therefore, we estimate a program size as described below:

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	10	15	20
Number of Graduates (Cumulative)		17	45

Currently, most Computer Engineering students wishing to earn a master's degree at Cal Poly transition into the Electrical Engineering or Computer Science blended programs. According to Cal Poly's Institutional Research Office, between 2018 and 2023, 57 CPE students did so, with enrollments approaching 20 per year in the last two years of that period. We believe that most of these students will apply to a CPE master's program if given the opportunity. While some CPE students might still choose an Electrical Engineering or Computer Science master's degree, we assume that some Electrical Engineering or Computer Science undergrads would also apply to the CPE master's program. CENG will work with the Electrical Engineering and Computer Science Departments to ensure that they similarly reduce

admissions by this number of students, so that overall MS enrollment in the three majors remains constant.

The enrollment numbers will be strictly enforced as a mechanism to keep overall WTUs constant and to maintain the current availability of graduate coursework without the requirement of new faculty. Additional enrollment of external applicants will be considered as resources and advising capacity allow.

- 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.

Due to staffing limitations and current internal demand and in recognition of the broader budgetary considerations facing the CSU and Cal Poly, it is anticipated that this program will initially attract students enrolled in the BS CPE program who will apply for admission to the MS program. To maximize access within this context, we plan to partner with engineering clubs and affinity groups on campus, including the Computer Engineering Society (CPES), Color Coded, Women Involved in Software and Hardware (WISH), National Society for Black Engineers (NSBE), Society for Women Engineers (SWE), Society for Hispanic Professional Engineers (SHPE), and the American Indian Science and Engineering Society (AISES) to offer special information sessions about the master's program each Fall before graduate school applications are due and to encourage students from all backgrounds to apply.

For off-campus recruitment, which is also essential for a healthy program, we plan to reach out to regional and national chapters of engineering affinity groups (NSBE, SWE, SHPE, and AISES), and will send advertisements to appropriate engineering departments at California MSIs and HSIs, as well as HBCUs and MSIs nationally to ensure the recruitment of a diverse student body. We will also distribute recruitment flyers to other CSU campuses through the CSU engineering deans listserv, and will provide recruitment flyers and QR codes for faculty to distribute at engineering conferences and meetings they attend as part of university business.

To ensure sufficient support for our future master students, the department will commit to expanding its inclusive and equitable teaching practices. The department has already partnered with Cal Poly's Center for Teaching and Learning Technology to offer our faculty a CPE specific "Intro to Equitable and Inclusive Teaching" workshop as designed by the nationally recognized Inclusive STEM Teaching Project. The department also commits to dedicating department meeting sessions to this and other professional development opportunities for CPE's faculty in the area of Justice, Equity, Diversity, and Inclusion (JEDI).

All future department hiring will also follow institutional guidelines and requirements on ensuring a diverse candidate pool and engaging in equitable hiring practices to increase diversity and fairness in our hiring practices. The department has already instituted a process for de-identifying all faculty candidate applications to minimize the introduction of implicit bias to the candidate selection phase. The department also has a long history of promoting engineering education-based research and rewarding faculty through the retention-promotion-and tenure process for conducting research and professional development in areas related to JEDI and evidence-based teaching practices; this will continue as we staff up to meet the demands of our master's program.

As noted above, our ideals of inclusion and equity have been integrated into the program with the inclusion of the brand-new CPE 5505 Ethics for Computer Engineering course that all CPE Master's students will take in their first semester of the program. Among other topics, this class will explore issues related to bias in AI and computing systems.

At a college level, Engineering has implemented policies to drastically increase the number of gender-neutral bathrooms to create a more welcoming and equitable environment for trans- and non-binary faculty, staff, and students.

Outside of the classroom, the department will rely on existing student organizations, and college- and university-based resources to provide a welcoming and supportive social environment for our diverse student population. These resources include Cal Poly's Multicultural Engineering Program; funding, research opportunities, and programming facilitated by Cal Poly's Office of University Diversity and Inclusion; Cal Poly's student-focused Gender and Sexuality Centers and Race and Ethnicity Centers; and affinity groups within engineering (including but not limited to WISH, SWE, NESBE, SHPE, AISES, and Color Coded), and at the university level (including but not limited to Black Student Union, Cal Poly SWANA, Hillel, and the Latinx Cultural Association).

- 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.

BS Computer Engineering	2020-2021	2021-2022	2022-2023
Majors as of Fall	400	398	422
Degrees Awarded	92	104	92

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

This degree program prepares students for a wide range of industry jobs. Many R&D jobs and digital design jobs at top companies like Nvidia, Intel, AMD, and Apple require a Master's degree or higher. Indeed, many cutting-edge jobs in computer hardware require engineers to be able to interface with peer reviewed literature to adopt the latest techniques; while skills like these are often not emphasized at the Bachelor's level, engaging with peer-reviewed research is a key component of our program's Research Methods course and is required for successful completion of the Master's culminating experience. As noted in the response to 5e, engineers possessing a Master's degree in computing fields earn a significant wage premium over those with Bachelor's degrees, indicating that those holding Master's degrees in computing fields are able to secure jobs with more responsibilities and have more room for promotion and career advancement than their peers.

- 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.

Based on the current number of computer engineering undergraduates currently enrolling in master's programs in related fields at Cal Poly, and based on strict teaching and budget limitations imposed by

the College of Engineering, we estimate a steady state program size of roughly 20 new Master's students per year. Of these, we believe that up to half will choose the project option. Computer Engineering faculty will likely advise up to three master's students per year based on current advisory loads. All Tenured/Tenure-track Computer Engineering faculty are eligible to advise master's students and all have required advisory units as part of their teaching load.

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	10	15	20
Number of Graduates (Cumulative)		17	45

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)
 - Andrew Danowitz, Associate Professor, Tenured, PhD 2014 in Electrical Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
 - Lynne Slivovsky, Professor, Tenured, PhD 2001 in Electrical and Computer Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
 - John Oliver, Professor, Tenured, PhD 2007 in Computer Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
 - John Bellardo, Professor, Tenured, PhD 2006 in Computer Science and Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
 - James Mealy, Professor, Tenured, PhD 2002 in Computer Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
 - John Clements, Professor, Tenured, PhD 2005. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.
 - Foad Khosmood, Professor, Tenured, PhD 2011 in Computer Science. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.
 - John Seng, Professor, Tenured, PhD 2003 in Computer Engineering. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.
 - Hugh Smith, Professor, Tenured, PhD 1999 in Computer Science. Cal Poly faculty, associated with Department of Computer Engineering.
 - Bruce DeBruhl, Associate Professor, Tenured, PhD 2015 in Electrical and Electronics Engineering. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.

- Stephen Beard, Assistant Professor, PhD 2019 in Computer Science. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.
- Dongfeng (Phoenix) Fang, Assistant Professor, PhD 2019 in Computer Engineering. Cal Poly faculty, associated with Department of Computer Engineering and Computer Science and Software Engineering Department.
- Ria Kanjilal, Assistant Professor, PhD 2022 in Electrical Engineering. Cal Poly faculty, associated with Department of Computer Engineering.
- Carlos Alvarenga, Assistant Professor, PhD 2024 in Electrical Engineering and Computer Science. Cal Poly faculty, associated with Department of Computer Engineering.

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

Existing buildings and room assignments are already used to support 400- and 500-level CPE curriculum and these same classrooms will be used to offer their semester conversion equivalents (CPE 4140, CPE 4160, CPE 4180, CPE 4300, CPE 4390, CPE 4420, CPE 4455, CPE 5300, CPE 5350, CPE 5420, and CPE 5660) once per year. The courses will be offered in labs in Engineering East (Bldg. 20) and the Frank E. Pilling Computer Science Building (Bldg. 14), and in university-maintained lecture halls. All classrooms and facilities are entirely ADA accessible and are designed to handle roughly 36 people. Our program specific rooms each feature desktop computers with software pre-installed to support undergraduate and graduate course work. Rooms 20-100 and 20-132 are equipped with electronic test and measurement equipment including logic analyzers and benchtop power supplies for advanced hardware prototyping and debugging work. Room 20-100 is accessible to students 24 hours a day when no class is occurring through use of a door code.

For new group courses like CPE 5505 and 5590, which will be offered once per year, our existing CPE Capstone Room (20-145) will be used. This room is well-equipped with computers and electronic test and measurement equipment including logic analyzers and benchtop power supplies. All furniture and chairs are on wheels so that the room can be reconfigured to suit group work, lecture, seminar, project work, or other needs. Advisory courses like CPE 5598 and 5599 will not require fixed classroom space. Existing facilities include Rooms 20-100, 20-132, 20-145, and 14-303. All buildings within the College of Engineering are equipped with both gender-neutral and gender-specific restrooms to support students of all genders.

Please see Attachment 9: physical space assessment by Joe Borzellino, Associate Vice President for Strategic Enrollment Management, April 25, 2025.

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

Please see Attachment 8: statement on Kennedy Library resources by College of Engineering Librarian Sarah Lester, April 29, 2025.

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

Through generous donations from industry partners, and through our existing classroom technology, all students will have access to:

- Licenses for Synopsys digital chip design suite

- High-end Xilinx Ultrascale FPGA cluster
- High-performance computing lab
- Networking laboratory
- Cyber security laboratory

Through pre-existing resources, all students will have access to:

- Laboratory-based computer workstations.
- University-wide Information Technology
- Canvas Portal
- Office 365 email and calendar service
- Office 365 suite of productivity applications
- EduRoam Wi-Fi access
- Office 365: One Drive (1 TB backup drive)
- Over 300 computers throughout library
- Equipment loans through the university: laptops, iPads, Kindles, and associated peripherals (e.g. headphones, etc.), projectors, cameras, etc.

Existing equipment is already integrated in the coursework for our wide selection of 400- and 500-level courses which will form the basis of the technical electives and technical coursework for a standalone CPE Master's degree. Recent additions such as the donated licenses for the Synopsys digital chip design suite and Xilinx Ultrascale cluster will enable a new range of high-impact research projects and industry sponsored thesis projects in the realm of digital chip design, computer micro-architecture, hardware accelerated machine learning, and related fields. Our existing computer security laboratory and strong core of faculty with expertise in cyber security will enable us to offer cutting edge cyber-security related thesis projects to students as well.

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.

Computer engineering faculty already teach a wide variety of 400- and 500-level master's and technical elective courses. Faculty already advise or co-advise a large number of master's students; this means that aside from staffing the new CPE 5505 and 5590 courses, creating this program should not make a major difference to the department teaching and advisory loads.

As part of Cal Poly's semester conversion process, individual advisory senior projects for undergraduate Computer Engineering students are being eliminated in favor of capstone-based culminating experiences, freeing up many advisory WTUs from existing faculty starting in the 2026-2027 academic year (4 semester supervisory WTUs per tenured/tenure-track faculty member per year, or roughly 60

advisory WTUs).²⁶ As each graduate level research or project-based culminating experience currently awards 1 WTUs of advisory workload per faculty member (2 terms x 0.5 WTU/term), the department would be able to advise up to 60 master's students through their culminating experience without an increase in base faculty workload. Therefore, we do not anticipate advisory loads being a major driver of staffing needs as the program scales up. If needed and in accordance with CBA requirements, our full and part time lecturers with sufficient educational and industry background can be offered supervisory WTU opportunities as well, significantly increasing the pool of advisory units available. CPE will also require an additional 2 WTUs per semester to be allocated to a faculty member as graduate program coordinator in line with College of Engineering policy. These units are already being allocated to the faculty member in charge of proposing this program in recognition of the added work required for degree program design; therefore these WTUs are already accounted for in college budgeting and long-term planning.

As staffing allows, and anticipating that wider adoption of AI tools through industry will lead to increased demand from students and industry for Master's Level coursework and specialization, we hope to expand the size of our M.S. in Computer Engineering program to accommodate more students and grow the program in size. We recognize, however, that staffing needs for undergraduate education and the upcoming adoption of year-round operations takes precedence over expanding opportunities for graduate education in the short term, and are therefore focused on establishing a strong program within the constraints of our existing resources with hopes of expanding scope if and when resources become available. We will use strict limits on admissions to ensure that we stay within our means.

- 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).

None projected, the program is designed to use existing facilities and subscriptions. The primary publications in this fields are indexed in the IEEE Explore Library and ACM Digital Library, both of which are already available and are also required for the MS in Electrical Engineering and MS in Computer Science degrees offered by the College of Engineering.

- 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.

All relevant databases are already available directly, through open access, or through interlibrary loan. Please see Attachment 8: statement on Kennedy Library resources by College of Engineering Librarian Sarah Lester, April 29, 2025.

²⁶ This exact number is subject to change, as some tenured faculty hold joint appointments with other departments and can choose how to distribute their advisory load. Additionally, some faculty are in the process of retiring, and the department is actively hiring tenure-track faculty as of the completion of this proposal.

- 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.

None needed. As noted in 7d, significant resources already exist.

9. Self-Support Programs

Not applicable to this program

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

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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

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lvancleve@calstate.edu

**CAL POLY**

College of Engineering

Office: 805-756-2131
Fax: 805-756-6503
engineering.calpoly.edu**April 29, 2025**

Re: New Program Proposal for the Master of Science in Computer Engineering

Dear Program Proposal Reviewers,

I am pleased to offer my enthusiastic support for the College of Engineering's proposal for a new Master of Science in Computer Engineering degree program.

Building upon the college's nationally recognized program in computer engineering, the proposed two-year, 30-unit MS in Computer Engineering will provide an advanced education that integrates hardware and software development and emerging computing technologies. Students will gain deep technical knowledge alongside practical experience, preparing them for leadership roles in industry, research, and innovation.

Graduates of the program will be well-prepared to pursue advanced careers in sectors such as artificial intelligence, embedded systems design, IoT technologies, cybersecurity, and systems architecture, or to pursue doctoral studies in computer engineering and related fields.

Importantly, the program has been designed to leverage existing courses, laboratories, and faculty expertise, ensuring efficient use of university resources. A faculty program director will be appointed with assigned time support similar to that provided to graduate program directors in other departments.

The addition of this Master of Science in Computer Engineering program will significantly strengthen the College of Engineering's academic offerings and will further position the university as a leader in preparing graduate students to tackle the technological challenges of tomorrow.

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

Sincerely,

Robert Crockett
Interim Dean, College of Engineering

preparing graduates to contribute to rapidly evolving technological fields. Its emphasis on both applied learning and research is especially consistent with Cal Poly's "learn by doing" philosophy.

For these reasons, the CPE curriculum committee strongly support the creation of the Master of Science in Computer Engineering program at Cal Poly. I am confident that it will provide significant value to students, the university, and the broader engineering community.

**CAL POLY****MEMORANDUM****May 13, 2026**

TO: College of Engineering
FROM: College of Engineering Curriculum Committee
SUBJECT: M.S. Computer Engineering Statement of Support

The CENG Curriculum Committee supports the proposed Master of Science in Computer Engineering. The program and its curricular pathways have been reviewed by the committee. This degree provides students with a strong foundation in advanced computer engineering with a culminating thesis or project experience.

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

Bruce DeBruhl

Subject: ASCC Approval of the Master of Science in Computer Engineering Program (CPE-MS)
Date: Thursday, May 14, 2026 at 1:52:43 AM Pacific Daylight Time
From: John H. Walker
To: Jerusha Greenwood, Andrew Robert Danowitz
CC: Shannon Sullivan-Danser

Hi, all,

The Academic Senate Curriculum Committee has reviewed the Master of Science in Computer Engineering program proposal and is approving it to go to the Senate Executive Committee. Please include this e-mail in the appropriate section of the proposal as evidence of the committee's approval.

Thank you for an excellent proposal!
John

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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

From: John Hausaman <jhausaman@wscuc.org>
Date: Thursday, November 30, 2023 at 7:06 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 Computer Engineering as Active within 30 days of implementation. Failure to report implementation may result in the suspension of financial aid eligibility for enrolled students.

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University Commission immediately and delete the material.



	<i>CPE 4140: Rob Sys Integ</i>	<i>CPE 4160: Aut Mob Robotics</i>	<i>CPE 4180: Adv uC and Emb Apps</i>	<i>CPE 4190 Appl Par Comp</i>	<i>CPE 4220: Net Sec</i>	<i>CPE 4250: Wi Sec</i>
<i>SLO 1: Communicat e technical concepts clearly, effectively, and concisely</i>	<i>D</i>	<i>D</i>	<i>D</i>			
<i>SLO 2: Design and implement hardware and software systems, meeting specified design requirement s or research goals</i>	<i>I/D</i>	<i>D</i>	<i>D</i>	<i>I/D</i>	<i>I/D</i>	<i>I/D</i>
<i>SLO 3: Demonstrate adherence to ethical standards in computer engineering practice</i>	<i>D</i>	<i>I</i>				

<i>SLO 4: Collaborate productively in multidisciplinary teams</i>	<i>D</i>	<i>D</i>				
<i>SLO 5: Construct an argument for how a computing solution could be improved through the integration of diverse perspectives</i>	<i>D</i>	<i>D</i>				

MS Computer Engineering Master's Degree Progr

<i>CPE 4280: Intro to HW Sec</i>	<i>CPE 4300: Adv Comp Arch</i>	<i>CPE 4390: Intro to RTOS</i>	<i>CPE 4420: HP Embed Sys</i>	<i>CPE 4455: Des of Fault Tol Sys</i>	<i>CPE 4464: Intro to Net</i>	<i>CPE 4465: Adv Net</i>
<i>D</i>	<i>D</i>	<i>D</i>		<i>I/D</i>		<i>I/D</i>
<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>I/D</i>	<i>I/D</i>	<i>D</i>
<i>I/D</i>	<i>D</i>					

D	D		D			
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am Student Learning Outcome Evaluation Matrix

<i>CPE 4650: Scal Serv Impl</i>	<i>CPE 4669: Dist Sys</i>	<i>CSC 4230: Web and Cloud Sec</i>	<i>CSC 4270: Special Adv Topics in Comp Sec</i>	<i>CSC 4570: Special Adv Topics in Comp Sys</i>	<i>CSC 4669: Dist Sys</i>	<i>CSC 4710: Introduction to Computer Graphics</i>
<i>D</i>						
<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>

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<i>CPE 5300: Computer uArch</i>	<i>CPE 5350: Digital System Design</i>	<i>CPE 5420: Adv HP Embed Syst</i>	<i>CPE 5500: Int/Co-op</i>	<i>CPE 5505: Ethics in Comp Eng</i>	<i>CPE 5564: Res Topics in Comp Nets</i>	<i>CPE 5590: Res and Sci Meth</i>
<i>D</i>		<i>M</i>			<i>D</i>	<i>I/D</i>
<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>I/D</i>
			<i>D</i>	<i>D</i>	<i>D</i>	<i>I</i>

<i>M</i>	<i>D</i>	<i>D</i>				<i>I/D</i>
<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>D</i>	<i>I</i>

<i>CPE 5598: Culm Proj</i>	<i>CPE 5599: Culm Thesis</i>	<i>CPE 5660: Comp Sys</i>	<i>CSC 5100: Mod Sof Eng (3 units)</i>	<i>CSC 5113: Comp Ed Res and Practice</i>	<i>CSC 5170: Spec Adv Topics in Soft Eng</i>	<i>CSC 5201: Comp Sec and Priv</i>
<i>M</i>	<i>M</i>	<i>M</i>				
<i>M</i>	<i>M</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>
<i>M</i>	<i>M</i>					

<i>M</i>		<i>D</i>				
<i>M</i>		<i>D</i>				

<i>CSC 5210: Soft Sec</i>	<i>CSC 5220: Adv Net Sec and Priv</i>	<i>CSC 5270: Spec Adv Topics in Comp Sec</i>	<i>CSC 5281: Sys Sec</i>	<i>CSC 5370: Spec Adv Topics in PLs</i>	<i>CSC 5445: Adv Theory of Decid and Reduc</i>	<i>CSC 5447 Adv Alg Graph Theory</i>
<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>

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<i>CSC 5449 Adv Alg Design and Analysis</i>	<i>CSC 5550: Res in Op Sys</i>	<i>CSC 5570: Spec Adv Topics</i>	<i>CSC 5571: Sec Adv Lab</i>	<i>CSC 5595: Coop Edu Exp</i>	<i>CSC 5660: Adv DB Man Syss</i>	<i>CSC 5669: Dist Comp</i>
<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>

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<i>CSC 5670: Spec Adv Topics in Comp Sys</i>	<i>CSC 5710: Comp Graph</i>	<i>CSC 5740: Adv Comp Shad in Comp Graph</i>	<i>CSC 5770: Spec Adv Topics in Comp Graph</i>	<i>CSC 5870: Spec Adv Topics in AI</i>	<i>CSC 5880: AI</i>	<i>CSC 5887: Adv Deep Learning</i>
<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>

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<i>EE 5424: Princ of Rem Sens and Rad</i>	<i>EE 5428: Comp Vis</i>	<i>EE 5504: SDR</i>	<i>EE5509: Comp Intel</i>	<i>EE 5513: Mod Con Sys</i>	<i>EE 5514: Adv Mod Con Sys</i>	<i>EE 515: Adv Dig Sig Proc</i>
<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>

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<i>EE 5517: Data An for Cyber-Phys Sys</i>	<i>EE 5525 Stochastic Processes</i>	<i>EE 5526: Adv Dig Comms</i>	<i>EE 5531: Adv VLSI Des and Verif</i>	<i>EE 5532: VLSI Test Lab</i>	<i>EE 5570: Spec Adv Topics</i>	<i>EE 5571: Spec Adv Lab</i>
<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>

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MS Computer Engineering: Comprehensive Assessment Plan

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Course where each SLO is assessed</i>	<i>Assessment activity/ assignment used 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>
<i>ILO 2: Communicate effectively</i>	<i>PLO 4: Communicate complex technical ideas in written and oral formats to technical and professional audiences</i>	<i>SLO 1 Communicate technical concepts effectively</i>	<i>5590 Research and Scientific Method</i>	<i>Research topic presentation</i>	<i>Rubric: Student presentation will be evaluated for technical content, content clarity, and other considerations on 5 point scales where a 4.0 is determined to meet standards. This will exist as a dedicated rubric item on Canvas.</i>	<i>First year, then every five years (once per evaluation cycle)</i>	<i>Report on percentage of students that score 80% (4/5) or higher on rubric or scale.</i>	<i>Course instructor will assign and grade assessment, grad coordinator and assessment committee will analyze and interpret results and curriculum committee and faculty committee will evaluate recommendations to either improve student outcome or collect more specific data for targeted interventions.</i>	<i>Assessment data will be reviewed by the assessment committee during the first half of the semester following data collection. The assessment committee in conjunction with faculty offering assessed grad courses will develop recommendations based on "closing the loop strategies" to be presented to the department curriculum committee and department faculty in the second half of the semester following data collection. Results will be formalized and compiled in regular reports for academic planning and programs in accordance with and at intervals determined by university policy.</i>	<i>The grad coordinator, instructor, and assessment committee (which will include at least one master's student) will meet to review assessment data. Findings will then be shared with the entire master's program faculty, who will identify where improvements are needed, including but not limited to revising course content, revising the rubric, and revising PLOs. IAB input will be sought as needed to ensure course outcomes remain consistent with industry needs.</i>
<i>ILO 1: Think critically and creatively</i> <i>ILO 7: Engage in lifelong learning</i>	<i>PLO 1: Demonstrate technical expertise in computer engineering and apply that expertise in leadership roles such as project direction, team coordination, or</i>	<i>SLO 2 Design and implement hardware and software systems, meeting specified design requirements or research goals</i>	<i>5598 Culminating project</i> <i>Or*</i> <i>5599 Culminating thesis</i> <i>*Students have the option of</i>	<i>Oral defense of culminating work</i>	<i>Rubric: Student work will be evaluated for technical content, novelty, validation/verification of work, and other consideration</i>	<i>Second year, then every five years (once per evaluation cycle)</i>	<i>Report on percentage of students that score 80% (4/5) or higher on rubric or scale.</i>	<i>Defense committee will fill rubric, grad coordinator and assessment committee will analyze and interpret results and curriculum committee and faculty committee will evaluate recommendations to either improve student outcome or</i>	<i>Assessment data will be reviewed by the assessment committee during the first half of the semester following data collection. The assessment committee in conjunction with faculty offering assessed grad courses will develop</i>	<i>The grad coordinator, instructor, and assessment committee (which will include at least one master's student) will meet to review assessment data. Findings will</i>

	<p>technical decision-making</p> <p>PLO 2: Apply a broad range of computer engineering solutions to solve hardware and software engineering problems</p> <p>PLO 3: Formulate research questions, evaluate prior work, and design and execute rigorous methods to generate and interpret evidence in computer engineering contexts</p> <p>PLO 7: Be prepared for professional development through independent learning, training, and continued graduate education</p>		<p>completing an individual thesis OR engage in an industry-sponsored project experience for their MS culminating experience</p>		<p>s on a 5 point scale where a 4.0 is determined to meet standards. Defense committee will fill separate form</p>			<p>collect more specific data for targeted interventions.</p>	<p>recommendations based on "closing the loop strategies" to be presented to the department curriculum committee and department faculty in the second half of the semester following data collection. Results will be formalized and compiled in regular reports for academic planning and programs in accordance with and at intervals determined by university policy..</p>	<p>then be shared with the entire master's program faculty, who will identify where improvements are needed, including but not limited to revising course content, revising the rubric, and revising PLOs. IAB input will be sought as needed to ensure course outcomes remain consistent with industry needs.</p>
<p>ILO 6: Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability</p>	<p>PLO 5: Apply ethical reasoning and evaluate the societal impacts of computer engineering solutions</p>	<p>SLO 3: Demonstrate adherence to ethical standards in computer engineering practice</p>	<p>5505 Ethics in Computer Engineering</p>	<p>Final Exam</p>	<p>Rubric: Subsections of the culminating assignment (final exam) will be evaluated on a 5 point scale where a 4.0 is determined to meet standards. Subsections will cover different topic areas and ethical frameworks.</p>	<p>Third year, then every five years (once per evaluation cycle)</p>	<p>Report on percentage of students that score 80% (4/5) or higher on each subsection of the scale.</p>	<p>Course instructor will assign and grade assessment, grad coordinator and assessment committee will analyze and interpret results, and curriculum committee and faculty committee will evaluate recommendations to either improve student outcome or collect more specific data for targeted interventions.</p>	<p>Assessment data will be reviewed by the assessment committee during the first half of the semester following data collection. The assessment committee in conjunction with faculty offering assessed grad courses will develop recommendations based on "closing the loop strategies" to be presented to the department curriculum committee and department faculty in the second</p>	<p>The grad coordinator, instructor, and assessment committee (which will include at least one master's student) will meet to review assessment data. Findings will then be shared with the entire master's program faculty, who will identify where improvements are needed, including but not limited to</p>

					<i>These scales for each subsection will exist as dedicated rubric items on Canvas.</i>				<i>half of the semester following data collection. Results will be formalized and compiled in regular reports for academic planning and programs in accordance with and at intervals determined by university policy.</i>	<i>revising course content, revising the rubric, and revising PLOs. IAB input will be sought as needed to ensure course outcomes remain consistent with industry needs.</i>
<i>ILO 4: Work productively as individuals and in groups</i>	<i>PLO 1: Demonstrate technical expertise in computer engineering and apply that expertise in leadership roles such as project direction, team coordination, or technical decision-making</i> <i>PLO 3: Formulate research questions, evaluate prior work, and design and execute rigorous methods to generate and interpret evidence in computer engineering contexts</i> <i>PLO 6: Integrate diverse perspectives and stakeholder considerations in the development of effective engineering solutions</i>	<i>SLO 4: Collaborate productively in multidisciplinary teams by earning positive peer evaluations and contributing effectively to team projects</i>	<i>5590 Research and Scientific Method</i>	<i>Research topic presentation</i>	<i>Rubric: Student peer evaluation, self-evaluation, and faculty evaluation results will be evaluated on a 5 point scale where a 4.0 is determined to meet standards. This will exist as a dedicated rubric item on Canvas.</i>	<i>Fourth year, then every five years (once per evaluation cycle)</i>	<i>Report on percentage of students that score 80% (4/5) or higher on rubric or scale.</i>	<i>Course instructor will assign and grade assessment, grad coordinator and assessment committee will analyze and interpret results and curriculum committee and faculty committee will evaluate recommendations to either improve student outcome or collect more specific data for targeted interventions.</i>	<i>Assessment data will be reviewed by the assessment committee during the first half of the semester following data collection. The assessment committee in conjunction with faculty offering assessed grad courses will develop recommendations based on "closing the loop strategies" to be presented to the department curriculum committee and department faculty in the second half of the semester following data collection. Results will be formalized and compiled in regular reports for academic planning and programs in accordance with and at intervals determined by university policy.</i>	<i>The grad coordinator, instructor, and assessment committee (which will include at least one master's student) will meet to review assessment data. Findings will then be shared with the entire master's program faculty, who will identify where improvements are needed, including but not limited to revising course content, revising the rubric, and revising PLOs. IAB input will be sought as needed to ensure course outcomes remain consistent with industry needs.</i>
<i>ILO 3: Demonstrate expertise in a scholarly discipline and understand that discipline in</i>	<i>PLO 6: Integrate diverse perspectives and stakeholder considerations in the development of effective</i>	<i>SLO 5: Construct an argument for how a computing solution could be</i>	<i>5505 Ethics in Computer Engineering</i>	<i>Final paper</i>	<i>Rubric: Culminating assignment (final paper) will be evaluated on a 5 point</i>	<i>Fifth year, then every five years (once per evaluation cycle)</i>	<i>Report on percentage of students that score 80% (4/5) or higher on rubric or scale.</i>	<i>Course instructor will assign and grade assessments, grad coordinator and assessment committee will analyze and interpret results and</i>	<i>Assessment data will be reviewed by the assessment committee during the first half of the semester following data collection. The</i>	<i>The grad coordinator, instructor, and assessment committee (which will include at least one</i>

<p><i>relation to the larger world of the arts, sciences, and technology</i></p> <p><i>ILO 6: Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability</i></p> <p><i>DLO 5: Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines</i></p>	<p><i>engineering solutions</i></p>	<p><i>improved through the integration of diverse perspectives</i></p>			<p><i>scale where a 4.0 is determined to meet standards. This will exist as a dedicated rubric item on Canvas. Assignment will be evaluated for understanding of topics of diversity and the importance of diverse viewpoints in the engineering design process..</i></p>		<p><i>curriculum committee and faculty committee will evaluate recommendations to either improve student outcome or collect more specific data for targeted interventions.</i></p>	<p><i>assessment committee will develop recommendations based on "closing the loop strategies" to be presented to the department curriculum committee and department faculty in the second half of the semester following data collection. Results will be formalized and compiled in regular reports for academic planning and programs in accordance with and at intervals determined by university policy.</i></p>	<p><i>master's student) will meet to review assessment data. Findings will then be shared with the entire master's program faculty, who will identify where improvements are needed, including but not limited to revising course content, revising the rubric, and revising PLOs. IAB input will be sought as needed to ensure course outcomes remain consistent with industry needs.</i></p>
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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?

MS Computer Engineering: Course Offerings List, Years 1-3

Year 1		Year 2
Fall Semester	Winter Semester	Fall Semester
CPE 4160: Autonomous Mobile Robotics. Instructor: John Seng	CPE 4140: Robotics System Integration. Instructor: Carlos Diaz	CPE 4160: Autonomous Mobile Robotics. Instructor: John Seng
CPE 4180: Advanced Microcontrollers and Embedded Applications. Instructor: Ria Kanjilal, James Mealy	CPE 4190: Applied Parallel Computing. Instructor: Maria Pantoja	CPE 4180: Advanced Microcontrollers and Embedded Applications. Instructor: Ria Kanjilal, James Mealy
CPE 4220: Network Security. Instructor: Bret Hartman	CPE 4250: Wireless Security. Instructor: Phoenix (Dongfeng) Fang	CPE 4220: Network Security. Instructor: Bret Hartman
CPE 4400: Special Problems for Undergraduates. Instructor: Advisory-All CPE Faculty	CPE 4280: Intro to Hardware Security. Instructor: Stephen Beard	CPE 4400: Special Problems for Undergraduates. Instructor: Advisory-All CPE Faculty
CPE 4420: High-Performance Embedded Systems. Instructor: Andrew Danowitz	CPE 4300: Advanced Computer Architecture. Instructor: Maria Pantoja	CPE 4420: High-Performance Embedded Systems. Instructor: Andrew Danowitz
CPE 4464: Introduction to Computer Networks. Instructor: Hugh Smith or John Bellardo	CPE 4390: Introduction to Real Time Operating Systems. Instructor: James Mealy	CPE 4464: Introduction to Computer Networks. Instructor: Hugh Smith or John Bellardo
CPE 4650: Scalable Server Implementation and Testing. Instructor: John Bellardo	CPE 4455: Design of Fault Tolerant Systems. Instructor: Staff	CPE 4650: Scalable Server Implementation and Testing. Instructor: John Bellardo
CPE 4669: Distributed Systems. Instructor: Maria Pantoja	CPE 4465: Advanced Computer Networks. Instructor: John Bellardo	CPE 4669: Distributed Systems. Instructor: Maria Pantoja
CPE 5505: Ethics for Computer Engineers. Instructor: John Oliver	CPE 5300: Computer Microarchitecture. Instructor: John Seng	CPE 5505: Ethics for Computer Engineers. Instructor: John Oliver
CPE 5350: Digital Systems Design. Instructor Andrew Danowitz	CPE 5420: Advanced High-Performance Embedded Systems. Instructor: Andrew Danowitz	CPE 5350: Digital Systems Design. Instructor Andrew Danowitz
CPE 5564: Research Topics in Computer Networks. Instructor: Hugh Smith	CPE 5660: Computer Systems. Instructor: Andrew Danowitz	CPE 5564: Research Topics in Computer Networks. Instructor: Hugh Smith
CPE 5590: Engineering Research Methods. Instructor: Lynne Slivovsky	CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty	CPE 5590: Engineering Research Methods. Instructor: Lynne Slivovsky

CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty	CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty	CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty
CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty		CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty

Year 2	Year 3	
Winter Semester	Fall Semester	Winter Semester
CPE 4140: Robotics System Integration. Instructor: Carlos Diaz	CPE 4160: Autonomous Mobile Robotics. Instructor: John Seng	CPE 4140: Robotics System Integration. Instructor: Carlos Diaz
CPE 4190: Applied Parallel Computing. Instructor: Maria Pantoja	CPE 4180: Advanced Microcontrollers and Embedded Applications. Instructor: Ria Kanjilal, James Mealy	CPE 4190: Applied Parallel Computing. Instructor: Maria Pantoja
CPE 4250: Wireless Security. Instructor: Phoenix (Dongfeng) Fang	CPE 4220: Network Security. Instructor: Bret Hartman	CPE 4250: Wireless Security. Instructor: Phoenix (Dongfeng) Fang
CPE 4280: Intro to Hardware Security. Instructor: Stephen Beard	CPE 4400: Special Problems for Undergraduates. Instructor: Advisory-All CPE Faculty	CPE 4280: Intro to Hardware Security. Instructor: Stephen Beard
CPE 4300:Advanced Computer Architecture. Instructor: Maria Pantoja	CPE 4420: High-Performance Embedded Systems. Instructor: Andrew Danowitz	CPE 4300:Advanced Computer Architecture. Instructor: Maria Pantoja
CPE 4390: Introduction to Real Time Operating Systems. Instructor: James Mealy	CPE 4464: Introduction to Computer Networks. Instructor: Hugh Smith or John Bellardo	CPE 4390: Introduction to Real Time Operating Systems. Instructor: James Mealy
CPE 4455: Design of Fault Tolerant Systems. Instructor: Staff	CPE 4650: Scalable Server Implementation and Testing. Instructor: John Bellardo	CPE 4455: Design of Fault Tolerant Systems. Instructor: Staff
CPE 4465: Advanced Computer Networks. Instructor: John Bellardo	CPE 4669: Distributed Systems. Instructor: Maria Pantoja	CPE 4465: Advanced Computer Networks. Instructor: John Bellardo
CPE 5300: Computer Microarchitecture. Instructor: John Seng	CPE 5505: Ethics for Computer Engineers. Instructor: John Oliver	CPE 5300: Computer Microarchitecture. Instructor: John Seng
CPE 5420: Advanced High-Performance Embedded Systems. Instructor: Andrew Danowitz	CPE 5350: Digital Systems Design. Instructor Andrew Danowitz	CPE 5420: Advanced High-Performance Embedded Systems. Instructor: Andrew Danowitz
CPE 5660: Computer Systems. Instructor: Andrew Danowitz	CPE 5564: Research Topics in Computer Networks. Instructor: John Bellardo	CPE 5660: Computer Systems. Instructor: Andrew Danowitz
CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty	CPE 5590: Engineering Research Methods. Instructor: Lynne Slivovsky	CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty

CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty	CPE 5598: Master's Project. Instructor: Advisory- All CPE Faculty	CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty
	CPE 5599: Master's Thesis. Instructor: Advisory- All CPE Faculty	

MS CPE Curriculum Roadmap

Traditional Academic Year (Semesters)

Fall Y1	Spring Y1	Fall Y2	Spring Y2
Research Methods CPE 5590 3 units	Computer Engineering Ethics CPE 5505 3 Units	Culminating Experience (Thesis or Project) CPE 5598 or CPE 5599 3 Units	Culminating Experience (Thesis or Project) CPE 5598 or CPE 5599 3 Units
Technical Elective 4000 or 5000 Level 3 Units	Computer Microarchitecture CPE 5300 3 units	Technical Elective 4000 or 5000 Level 3 Units	Technical Elective 4000 or 5000 Level 3 Units
Technical Elective 5000 Level 3 Units	Technical Elective 4000 or 5000 Level 3 Units		
9 Units Total	9 Units Total	6 Units Total	6 Units Total
30 Units Total			

Core	15 Units
Advanced Elective	3 Units
Technical Elective	12 Units


CAL POLY

Robert E. Kennedy Library

MEMORANDUM

4/29/2025

TO: Andrew Danowitz, Associate Professor Electrical Engineering
FROM: Sarah Lester, College of Engineering Librarian
COPIES: Nikki DeMerville, 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 M.S. Computer Engineering Program

Kennedy Library's current collection can fully support the proposed MS in Computer Engineering. 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 MS Computer Engineering Degree

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](#), which provides a single point of reference 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 the College of Engineering 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 the College of Engineering Librarian.



MEMORANDUM

4/25/2025

TO: Andrew Danowitz, Professor, Computer Engineering department
FROM: Joe Borzellino, Associate Vice President for Strategic Enrollment Management
SUBJECT: Physical Space assessment of master's degree in computer engineering proposal

The following is a brief physical space assessment for the proposed master's degree in computer engineering. This assessment is based on information provided to me by Andrew Danowitz of the Computer Engineering department and has been reviewed by the scheduling office of the University Registrar.

Classroom/Lab Space:

1. The proposal indicates that the master's degree in computer engineering program is intended to be delivered fully face-to-face. It is estimated that the overall additional impact on university classroom resources will be three hours per week in a 25-30 seat capacity room each quarter. Additional classroom resources required by the new program will be provided in college-scheduled space or space already assigned to scheduled undergraduate CPE courses. The final cohort size of the program is expected to be approximately 50 students total.

Office Space:

1. Office space needs were not assessed as that responsibility lies within Academic Affairs.

Summary: The proposal projects minimal impact on university classroom resources which can be easily accommodated.

The Office of the Registrar has asked that before requesting accommodation in university-scheduled classroom space, that the department look first at optimizing available space within the college.

Adopted:

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

AS-___-26

RESOLUTION ON ARCHIVING OF COURSE SYLLABI

Impact on Existing Policy: Brings Cal Poly into compliance with CSU Record Retention Policy

- 1 WHEREAS, the California State University policy on document retention includes a
2 requirement for a campus to retain course syllabi for 7 years; and
3
- 4 WHEREAS, this policy can be found in the Record Series 9.0, Curriculum and
5 Accreditation, specifically 9.3.2¹; and
6
- 7 WHEREAS, Section 40401 of Title 5 of the California Code of Regulations states the
8 parameters under which a student has the right to choose the catalog
9 they will use; and
10
- 11 WHEREAS, returning Cal Poly students may have a choice of catalog older than 10
12 years under certain conditions described in the Cal Poly Catalog under
13 Choice of Catalog/Catalog Rights; and
14
- 15 WHEREAS, there is currently no campus wide policy for academic programs or
16 departments to maintain an archive of course syllabi; and
17
- 18 WHEREAS, quarter to semester conversion, integration with the Cal Poly Maritime
19 Academy, and the potential changes to course content in future catalog
20 cycles and/or changes to the academic year calendar provides a rationale
21 for the timely adoption of a campus wide policy to retain course syllabi;
22 and
23
- 24 WHEREAS, Cal Poly students who apply to graduate school, transfer to other
25 institutions and/or have a need to verify the completion of certain
26 coursework for employment, licensing, certification, etc., often need
27 to supply a course syllabus for review; and
28

- 29 WHEREAS, it is acknowledged that many academic programs on campus do retain an
30 archive of course syllabi but the degree to which each of those complies
31 with the CSU syllabus retention policy is not clear; and
32
- 33 WHEREAS, it would be useful to clarify the minimum requirements for Cal Poly
34 academic programs/departments to comply with the CSU document
35 retention policy 9.3.2 for course syllabi to create and/or maintain a
36 course syllabus archive and support Cal Poly students who may need
37 course syllabi after graduating, leaving or returning after a period of time;
38 therefore be it
39
- 40 RESOLVED: that each Academic Program or Department establish, maintain and
41 periodically update an archive of course syllabi for all courses offered by
42 the program/department, and be it further
43
- 44 RESOLVED: that program/department course syllabi archives contain at least one
45 representative syllabus from each course listed in the Cal Poly Catalog for
46 each cycle (i.e., 2022-26, 2026-28, ...), and be it further
47
- 48 RESOLVED: that course syllabi are archived for ten years from the end of applicable
49 catalog year (i.e., a syllabus from the 2022-2026 catalog will be older
50 than 10 years after Spring term of 2036.), and be it further
51
- 52 RESOLVED: that the course syllabus archive is maintained in such a way that it is
53 sustained and accessible in a document storage system (e.g., Department
54 OneDrive) in the event of personnel changes, and be it further
55
- 56 RESOLVED: that programs/departments may establish additional guidelines or
57 timelines for their syllabus archive, as they deem appropriate,
58 for storing, collecting, updating, purging, etc., and be it further
59
- 60 RESOLVED: programs/departments endeavor to complete the archiving of course
61 syllabi from the 2022-26 catalog by the end of Fall term 2026, and be it
62 further
63
- 64 RESOLVED: that the resolution be updated in the Campus Administrative Policies for
65 document retention, the Faculty Handbook, and the Academic Programs
66 and Planning Academic Policies webpage, and be it further
67
- 68 RESOLVED: that this policy shall be communicated to all Academic
69 Programs/Departments before the beginning of each Academic Year by
70 the Provost or their designee.
71

Proposed by: The Academic Senate Instruction Committee
Date:

¹Record Series 9.0, Curriculum and Accreditation, specifically 9.3.2 found at:
<https://calstate.policystat.com/policy/19783932/latest/#autoid-zx8g8>