

# ACADEMIC PROGRAMS AND ACADEMIC MASTER PLAN PROJECTIONS

## Overview

The CSU [Academic Master Plan](#) (AMP) is a comprehensive list of campuses academic degrees that guide program, faculty, and facility development. It represents the collective opinion of campus constituencies as to which programs best serve the long-term interests and development of the campus as a whole and which new programs will contribute to the advancement of campus goals. In addition to existing degree programs, the AMP also list program-review schedules for authorized degree programs and CSU Board of Trustees (BOT) approved projected (planned) programs. Updates to the CSU AMP are submitted annually by each campus to the CSU Chancellor's Office (CO).

New program projection proposals submitted by each campus during the annual AMP updates are reviewed individually in the context of the total offerings and projections of the campus, the offerings and projections of the system, and, when applicable, the State. They are also reviewed in terms of campus resource capabilities and current program performance. Following the annual review and updating process, the program projections are submitted by the CO to the BOT.

Endorsement by the BOT of all projected degree programs is required prior to its inclusion on the CSU AMP. CO review and approval of approved projected degree program proposals is required prior to implementation. New options, emphases, and minors are exempt under the [Delegation of Authority to Approve Options, Concentrations, and Special Emphases \(and Similar Subprograms\) and Minors](#) provisions, which delegates approval authority to Presidents if the option or minor falls under an established degree program at the campus. Prior to implementation of any option approved under this delegation, the campus shall notify the CO and obtain CO confirmation of compliance with CSU policy and applicable law. Minors are not defined at the system level, and campuses may set local policy regarding minors.

The [CPP Academic Master Plan](#) (different than the CSU AMP) serves as our collective vision for our academic identify, values, and future directions. It articulates our philosophy and approach and also impacts the decisions that will be made in the next campus physical plan.

## Types of Degree Programs

### Undergraduate Programs

The bachelor's degree program must be clearly defined as either a 4-year or a 5-year curriculum. Exceptions to general education requirements must be approved through the full campus consultative process on a program-by-program basis.

#### **Bachelor of Arts (BA)<sup>35</sup>**

The purpose of the BA degree is to provide the student with a balanced and coherent liberal arts education with appropriate grounding in a recognized discipline or interdisciplinary fields of study. The degree is characterized by breadth (i.e., opportunities for electives outside the major) and flexibility. A

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<sup>35</sup> [California Code of Regulations, Title 5, 40500](#)

Bachelor of Arts degree requires 120 semester units with at least 24 semester units of courses within the major, of which at least 12 must be upper division.

### **Bachelor of Science (BS)** <sup>36</sup>

The Bachelor of Science degree has the same primary objective as the Bachelor of Arts degree, but it is grounded in scientific principles and methodology, and emphasizes technical or professional components. It is more specialized than the Bachelor of Arts degree, and is generally more career specific. A Bachelor of Science degree requires 120 semester units with at least 36 semester units of courses in the major, of which at least 18 must be upper division. Major courses are not restricted to those with the major departmental prefix(es), but it is expected that the major will generally consist of such courses.

### **Bachelor of Fine Arts<sup>37</sup> (BFA) and Bachelor of Music<sup>38</sup> (BM)**

The Bachelor of Music degree or the Bachelor of Fine Arts degree requires a minimum of 120 semester units and no more than 132 semester units shall be required, unless the Chancellor grants an exception. The BFA and BM shall contain maximum 70 semester units of courses in the major, with at least one-fourth of these units devoted to theory and content as distinguished from studio, production, and performance.

### **Bachelor of Architecture<sup>39</sup>(BArch)**

A Bachelor of Architecture degree requires a minimum of 120 semester units and a maximum of 150 semester units. The BArch will contain at least 45 semester units of courses in the major, of which at least 27 must be upper division.

### **General Guidelines for Undergraduate Degree Programs<sup>40</sup>**

All 4-year undergraduate degrees shall be comprised of no more than 120 units (except for programs granted an exemption by the Chancellor's Office in accordance with Title 5; e.g., Bachelor of Fine Arts, Bachelor of Architecture) and that the total degree units will be made up of GE units, major units and unrestricted electives. Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement<sup>41</sup>. All degree programs will be approved via the Cal Poly Pomona Academic Senate, the President or their delegate, and the Chancellor's Office. All options, emphases, certificates, and minors will be approved via the Cal Poly Pomona Academic Senate and the President or their delegate.

Major GPA for undergraduates is based on the entirety of major courses. (This does not include unrestricted electives or General Education courses that are not double-counted.)

All degree programs shall have a common set of specified core courses (as known as major required), which shall comprise the majority of units in the program. Culminating experience units, when required

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<sup>36</sup> [California Code of Regulations, Title 5, 40501](#)

<sup>37</sup> [California Code of Regulations, Title 5, 40506](#)

<sup>38</sup> [California Code of Regulations, Title 5, 40506](#)

<sup>39</sup> [California Code of Regulations, Title 5, 40505](#)

<sup>40</sup> [AS-2465-145-AP Definition and Guidelines for Undergraduate Degree Programs for Semester Model](#)

<sup>41</sup> [EO 1100 Article II section 6 \(8/23/17\)](#)

as part of a program and addressing the same learning outcomes for all options, shall be considered as part of the program core<sup>42</sup>. Each course used to satisfy the learning outcomes of the program core should easily be associated with the major's CSU program code, CSU Generic Title, and Classification of Instructional Programs (CIP) definition. Information regarding these items is located on the Chancellor's Website (CSU Codes to CIP2020; [XLS/PDF](#)).

**Definition of Core Courses (Major Required):** The set of courses that are either required for all options within a major, or achieve the learning outcomes common to all options within a major. It is possible for a group of courses to achieve the same set of learning outcomes, even if not all students are required to complete exactly the same set of core courses. It is expected that most core courses will be the same for all options, but some portion of the core courses may differ between options, provided that the same learning outcomes are addressed. In particular, the allowable portion shall be interpreted flexibly for programs that need to comply with state requirements for teacher credentialing, discipline-specific accreditation requirements, or other external regulations. However, all students must be provided equal opportunity to achieve all program learning outcomes. Core courses can include courses that are “double-counted” to satisfy GE and major requirements, but shall not include courses only taken to satisfy GE requirements.

## Graduate Programs<sup>43</sup>

A master's degree program consists of a minimum of 30 semester units of approved graduate work completed within a maximum of seven years. Not less than 60% of the units required for the master's degree shall be in courses organized primarily for graduate students. Not less than 70% of major units shall be completed in residence. No course in teaching methods or directed teaching may be included in a master's degree program.<sup>44</sup> Not more than six semester units shall be allowed for a thesis or project.

Programs shall contain a collection of specified core courses that all students in the program complete for the degree. The purpose of the core curriculum is to ensure that there are sufficient opportunities for students to achieve the program's learning outcomes. The core courses shall comprise the majority of the units in the degree program<sup>45</sup>.

All courses for a Master's program shall normally be at the 4000 level or higher, but students may take 3000 level courses as needed if approved by the program's graduate coordinator. Culminating Experience units cannot be used to substitute for Core nor Elective units.<sup>46</sup>

### Culminating Experiences

#### a. Selection of Culminating Experience

In programs that allow students to choose from among more than one type of culminating experience, students shall select their culminating experience with guidance from their advisor before advancement

<sup>42</sup> [AS-2812-189-AP Update to Definitions and Guidelines for Degree Program Structure for Semester Model](#)

<sup>43</sup> [California Code of Regulations, Title 5, 40510](#) and [AS-2490-156-AP Proposed Master's Degree Structure Under Semester Calendar](#)

<sup>44</sup> No campus policy found to support this restriction.

<sup>45</sup> [AS-2812-189-AP Update to Definitions and Guidelines for Degree Program Structure for Semester Model](#)

<sup>46</sup> [AS-2833-189-AP Master Programs: Use of Culminating Experience Units](#)

to candidacy. Students may attempt the chosen culminating experience a maximum of two times. Once enrolled in a particular culminating experience, students may not switch to an alternative experience.

#### b. Writing Proficiency

Graduate study deals with more complex ideas and demands more sophisticated techniques, searching analysis, creative thinking, and time than undergraduate study. The research required is extensive in both primary and secondary sources and a high quality of writing is expected. Demonstration of advanced-level writing proficiency shall be completed through fulfillment of the Graduation Writing Test requirement before Advancement to Candidacy.

#### c. Theses

A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

A thesis is distinguished by certain elements such as an introduction to the study, a review of the literature, a methodology section, results, summary, and recommendations for further research. There may be a difference between the elements found in a quantitative thesis versus those found in a non-quantitative (qualitative) thesis. The thesis committee will be most concerned with the manner in which the material is researched, organized, developed, and presented.

An oral defense of a thesis shall be required. It will include a presentation by the master's candidate to the Thesis Committee. The Committee chair may approve oral defenses undertaken partly or wholly in mediated environments, including via conference call or on-line, provided that the defense takes place in "real time." Any member of the University community may attend the defense. The oral defense shall be graded pass/fail. It shall be documented by a signed statement attesting to the outcome of the defense.

#### d. Projects

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields, and to professional applications of other subjects. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation.

Types of projects may include but are not limited to:

- A Creative Project: an original contribution to the verbal, visual, or performing arts. Examples include a music recital; a musical composition; an interactive multimedia project; a completed novel or play; a completed collection of short stories or poems; direction of a theatrical production; a gallery showing of works of art.
- A Research Project: a project that contributes to the professions, by adding to technical/professional knowledge in the professional field. Examples include building a device; designing an experiment; a field study; a case study.

- A Portfolio Project: a collection of new and re-envisioned work including elements of revision, reflection, analysis, and application of theoretical concepts and practical strategies. Material completed previous to the beginning of the culminating project must be re-evaluated

The Project Committee will be most concerned with the way the material is researched, organized, developed, and presented. The written document describing the project shall be filed in the Library. In cases where the project is a manual or handbook, the project itself is placed in the appendix, while sections in the main body of the text are tailored to introduce, justify, and validate the study or creative effort.

An oral defense may be required, at the discretion of the program. If required, an oral defense of a project shall include a presentation by the master's candidate to the Project Committee, and/or a period of questioning directed to the master's candidate by the committee.

#### e. Comprehensive Exams

A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate a mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis, and accuracy of documentation. Comprehensive exams test a student's ability to think and write under a time constraint that parallels the demands student will face in their professional careers.

Departments that include the comprehensive exam as a culminating experience shall offer the exam at least once a year. Before administration of an exam, a minimum of two faculty shall evaluate the exam's quality and adequacy for a culminating experience. A minimum of two faculty will evaluate the student's responses.

Departments shall be responsible for developing and posting an implementation statement that includes the following elements:

- The format of the exam, written or oral, or some combination of the two.
- Frequency of offerings and length of the exam.
- The relative emphasis on breadth and depth of knowledge
- Procedures for students to prepare for the exam.
- Methods for development of the examination.
- Method of assessment of the examination.
- Grading system (letter grade or credit/no credit) and grading criteria.
- Options for retaking a portion of or the entire exam in those instances where the student does not pass the exam.

#### *Master of Arts (MA)*

The Master of Arts is an extension of the Bachelor of Arts degree. It is directed towards mastery of specific content material, a recognized discipline, or interdisciplinary fields of study, and is designed to prepare the student for entering related career fields, doctoral programs or other professional areas of study.

### Master of Science (MS)

The Master of Science is an extension of the Bachelor of Science degree. It is grounded in scientific methodology, and emphasizes the mastery of scientific or technological principles in specific content areas. Degree programs are designed to prepare the student to enter related career fields, doctoral programs, or other professional areas of study.

### Professional Master’s Degree

Master’s degrees in designated professional fields (such as Architecture) are designed to prepare individuals to enter specific career fields. These degree programs, commonly considered training for practitioners, provide appropriate foundation study in arts and science curricula necessary to support the acquisition of professional knowledge and skill in the specific content areas. These programs are limited to a 90-unit maximum.

### Doctor of Education Degree (EdD) <sup>47</sup>

The Doctor of Education degree prepares administrative leaders for possible service in the public elementary and secondary schools or community colleges. The program shall focus on the knowledge and skills needed by administrators to be effective leaders in California public schools and community colleges. The program shall be offered through partnerships in which California public elementary and secondary schools and community colleges, as appropriate, shall participate substantively in program design, candidate recruitment and admissions, teaching, dissertation development, and program assessment and event and shall enable professionals to earn the EdD degree while working full time. The curriculum shall be organized as a cohort-based program.

The pattern of study shall be composed of at least 60 semester units earned in graduate standing. At least 48 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master’s and doctoral students. At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree.

A qualifying examination shall be required. The pattern of study shall include completion of a dissertation. No more than 12 semester units shall be allowed for a dissertation. An oral defense of the dissertation shall be required. The student shall have completed all requirements for the degree within five years of achieving classified standing in the doctoral program.

### Integrated Teacher Education Preparation Programs (ITEP) <sup>48</sup>

The term “integrated teacher preparation program” means a curriculum (a) that incorporates general education, a major, subject-matter preparation for teaching in elementary and/or secondary schools, professional preparation for teaching in elementary and/or secondary schools, and any other graduation requirements, and (b) in which students make progress concurrently toward a baccalaureate degree and a recommendation for a preliminary basic teaching credential, given satisfactory completion of the requirements for each. The components of an integrated teacher preparation program (i.e., general education, a major, subject-matter preparation for teaching in elementary and/or secondary schools,

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<sup>47</sup> California Code of Regulations, Title 5, Sections [40511](#) and [40512](#)

<sup>48</sup> [California Code of Regulations, Title 5, Sections 40520-40523](#)

professional preparation for teaching in elementary and/or secondary schools, and any other graduation requirements) need not be mutually exclusive. An individual course within an integrated teacher preparation program may contribute to completion of more than one of these components.

For completion of an integrated teacher preparation program, at least 120 semester units but no more than 135 semester units shall be required. The Chancellor may grant exceptions to the upper limit of 135 units on requirements for completion of an integrated teacher preparation program if the campus that will offer the program requests the exception and provides an adequate justification. Procedures for requesting, reviewing, and granting these exceptions shall be developed by the Chancellor, in consultation with the Academic Senate of the California State University.

The Chancellor, in consultation with the Academic Senate of the California State University, shall establish guidelines for the identification and integration of lower-division and upper-division general education, subject-matter preparation, and professional preparation in integrated teacher preparation programs. The guidelines may include recommendations for unit 2 requirements for each of these components. The consultation shall include California State University faculty members and administrators from campus academic units providing programs of professional preparation approved by the California Commission on Teaching Credentialing and from campus academic units providing programs of subject matter preparation approved by the California Commission on Teaching Credentialing. The consultation shall also include the California Community Colleges.

#### Bachelor's and Master's Degree "Blended" or "4+1" Programs<sup>49</sup>

A Blended Program blends existing baccalaureate and master's degree programs in the same support mode. Such programs must be approved by the President or designee, and the Chancellor's Office must be notified before implementation. A minimum of 150 semester units (BS 120 + MS 30) is required in blended programs.

In such programs, a student, while in undergraduate status, will take graduate-level courses required for the master's degree. The student moves from undergraduate to graduate standing at the end of the first academic term in which at least 120 units have been earned, including only those units that count toward satisfying either the bachelor's or master's requirements in the blended program. All *lower-division* work (including lower-division general education courses and American Institutions courses) must be completed prior to changing to graduate degree objective status.

#### Dual Degree Programs<sup>50</sup>

Consistent with policy established by our regional accreditor, the WASC Senior College and University Commission (WSCUC), California State University campuses shall not enter into agreements to offer "dual degrees," through which two or more institutions collaborate to provide a single degree program curriculum, the completion of which results in two or more degrees being awarded, one by each participating institution. For the purposes of CSU policy, it is important that two degrees not be awarded separately by two different institutions in recognition of essentially the same body of work; the title of the degrees awarded is not taken into consideration.

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<sup>49</sup> [CSU Coded Memorandum AA-2012-01](#) and [CPP Policy 1121](#)

<sup>50</sup> [CSU Coded Memorandum AA-2012-04](#) and [WSCUC Dual Degrees Policy](#)

### Joint Degree Programs<sup>51</sup>

Programs in which multiple institutions collaborate to offer the curriculum required to earn a single degree that is awarded jointly by the partner institutions. Education Code 66010.4(b) authorizes the California State University to award doctoral degrees jointly with the University of California or jointly with independent institutions of higher education in California. Title 5 section 40100.1 authorizes CSU campuses to develop cooperative curriculum leading to a joint CSU bachelor's, master's, and doctoral degrees (within degree granting authorizations established in California Education Code).

## PROCEDURES FOR ESTABLISHING NEW DEGREE PROGRAMS

The CSU BOT adopted a resolution in July 1997 authorizing three paths for establishing new degree programs:

1. Traditional
2. Fast Track
3. Pilot

The traditional review process, also known as the two-step review process, remains appropriate for new programs that would involve major capital outlay and other significant additional new resources. Programs that involve degrees in areas new to the CSU, as well as most programs that would involve separate specialized accreditation, also benefit from the longer, two-step review process.

Programs that involve no major capital outlay and which can be accommodated within the existing resource base of the campus may be handled more quickly while retaining the elements of the two-step review process. Such programs are placed on a “fast track.” Examples of programs for which this process would be appropriate include degree programs that are “elevations” of well-established options in fields for which there are existing degree programs elsewhere in the system, and degree programs that involve little more than the repackaging of existing courses and faculty.

Some experimentation in the planning and offering of academic programs is part of the CSU tradition. The Trustees have authorized a limited number of pilot programs which campuses may establish without prior approval of the Chancellor's Office. A pilot program must meet specific criteria and may enroll students for five years. Conversion of a pilot program to regular-program status requires campus commitment of resources, a thorough program evaluation, review and comment by the Chancellor's Office, and approval by the CSU BOT and the Chancellor. A campus is free to establish one pilot program every two or three years.

### Traditional Process

This process consists of two steps. The first step in this process is to submit a degree projection proposal for review and approval by the CSU BOT; see Guidelines for Submitting Academic Master Plan Degree Projection Proposal below. The second step, which could occur concurrently or after BOT approval, is the submittal of the program proposal for approval. Once the degree projection and program proposals have both been approved, catalog copy should be submitted according to the due dates listed in the Schedule of Activities and Deadlines.

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<sup>51</sup> [CSU Coded Memorandum AA-2012-04](#) and [WSCUC Joint Degrees Policy](#)



## Fast-Track: Combined Projection and Proposal Process<sup>52</sup>

In the traditional proposal process, a campus must submit for Trustee approval a proposed degree projection on the campus academic plan; and subsequent to Trustee approval of the projection, the campus may begin developing a program proposal that will be submitted to the Chancellor's Office for system-level review and approval. In the traditional process, program proposals are to be submitted to the Chancellor's Office no later than the beginning of the academic year preceding planned implementation to allow programs to be added to Cal State Apply prior to October 1, the beginning of the application period for the following academic year.

As adopted by the Board in July 1997, the fast-track process shortens the time to implementation by allowing program proposals to be submitted at the same time that the degree projection is proposed to the Trustees. Fast-track proposals still undergo system-level review, and the fast track does not move the proposal through an expedited review.

### Fast-Track Criteria:

To be proposed via fast-track, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project. 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).
4. It is consistent with all existing state and federal law and Trustee policy.
5. It is a bachelor's or master's degree program.
6. The program has been subject to a thorough campus review and approval process.

### *Fast-Track Timeline*

Two deadlines: The first Monday in January – for July approval

The second Monday in June – for December approval

It is expected that fast-track proposals submitted to the Chancellor's Office, Office of Academic Programs, Innovations & Faculty Development, by the first Monday in January and that raise no major issues can be acted on by the CSU BOT in March, sent through system-level review, and could receive Chancellor's Office approval in July.

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<sup>52</sup> [Chancellor's Office Procedures for Fast-Track Degree Programs](#)

Those proposals that are submitted by the second Monday in June and raise no major issues can be acted on by the CSU BOT in September, sent through system-level review, and could receive Chancellor’s Office approval in December.

## Pilot Programs<sup>53</sup>

In support of the CSU tradition of experimentation in the planning and offering of degree programs, Trustee policy established in July 1997 that a limited number of proposals that meet fast-track criteria may be implemented as 5-year “pilot programs” without prior review and comment by the Chancellor.

Pilot-Program Criteria:

Pilot degree programs must meet all of the following six criteria; self-support programs must also meet the seventh criteria:

1. The proposed program could be offered at a high level of quality by the campus either within the campus’s existing resource base, or there is a demonstrated capacity and support to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project. 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).
4. It is consistent with all existing state and federal law and Trustee policy.
5. It is either a bachelor’s or master’s degree program.
6. The proposed program has been subject to a thorough campus review and approval process.
7. If a self-support program, a budget must be included showing: 1) the per-unit cost to student, 2) the total cost to complete the program, and 3) a cost recovery budget. (See Pilot Program Proposal Template for required budget elements).

Pilot Operational Policy:

1. A pilot program shall be authorized to operate only for five years.
2. If no further action is taken by the end of five years, no new students may be admitted to the pilot program.
3. If no further action is taken by the end of five years, the campus is obliged to make appropriate arrangements for students already enrolled to complete the program.
4. After five years, if a campus decides to convert the pilot program to regular program status, the campus is required to follow the procedure outlined in the *Converting Pilot Programs to Regular Program Status* policy, found at [www.calstate.edu/APP/Resources](http://www.calstate.edu/APP/Resources).

Pilot Program Implementation Procedures:

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<sup>53</sup> [Chancellor’s Office Procedures for Pilot Degree Programs](#)

1. Prior to implementation, the campus is obligated to 1) notify the Chancellor’s Office of plans to establish the program, 2) to provide a program description and list of curricular requirements, and 3) to confirm that each of the six pilot criteria apply to the pilot program. To facilitate this requirement, campuses may use the Chancellor’s Office [Pilot Program Proposal Template](#).
2. While the Chancellor’s Office approval is not required, a pilot-program must be acknowledged by the Chancellor’s Office before the program is implemented.
3. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.

## GUIDELINES FOR SUBMITTING A CSU ACADEMIC MASTER PLAN DEGREE PROJECTION PROPOSAL<sup>54</sup>

Proposals should be submitted for the projection of new programs (Curriculum Approval Process K). The criteria listed below have been recommended by the CSU Chancellor’s Office for each program projected on the CSU Academic Master Plan and *must be specifically addressed in all AMP degree projection proposals*. Please note that new bachelor’s degrees should be as enduring as possible in content and title. Breadth is the hallmark of bachelor’s degrees, and more narrow specialization occurs at the graduate level. (Template for the program proposal is located [here](#).)

1. Delivery mode: fully face-to-face, hybrid, or fully online program;
2. Support mode: state-support or self-support/extended education;
3. A brief summary of the purpose and characteristics of the proposed degree program;
4. List of program learning objectives;
5. Suggested CIP code;
6. For new degrees not already offered in the CSU, provide a compelling rationale describing how proposed subject areas constitutes a coherent, integrated degree program that has potential value to students and that meets CSU requirements for an academic program at the undergraduate or graduate level;
7. Program’s fit with the campus mission and strategic plan;
8. Anticipated student demand;
9. Workforce demands and employment opportunities for graduates;
10. Other relevant societal needs;
11. An assessment of the required resources and a campus commitment to allocating those resources.

### Delayed Projected Programs

In July 1997, a revision of program review processes specified that delayed implementation proposals would be automatically removed from the master plan if they were not submitted within five years of the originally projected implementation date. Campuses wishing to retain a delayed projection on the master plan may request that the program remain on the campus list of programs. “Foundational”

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<sup>20</sup>[Request for Trustee Reports: Academic Plans and Accreditation Updates](#) (memo updated annually)

liberal arts and science undergraduate programs are exempt from this timeline and may remain on the plan indefinitely.

The request will follow the format for proposing new projections, and will begin with an explanation of why the projection was not developed into a proposal and implemented, and will also detail the changes in place that will ensure implementation and maintenance of a successful program. (See [Re-proposing an Expired Degree Program Projection on the CSU Academic Master Plan](#)).

## Responsibility and Role of Academic Units for Projected Programs

### ***Department***

The department is responsible for writing the program projection, following guidance in this document and the dean of the college. The department should include evidence of demand for the program (e.g., survey results) and other supporting documentation with each proposed entry for the master plan. All reports pertaining to the AMP must be ready for transmittal to the college dean by mid-November.

### ***Deans***

Each dean reviews requests for new AMP projections. The dean is responsible for ensuring that there is sufficient demand for the proposed program, and that the college has the necessary resources to support the program. The dean's recommendations for action must be forwarded to the Office of Academic Programs by the end of November.

### ***Office of Academic Programs***

The Office of Academic Programs reviews all AMP projections and refers them to Chancellor's Office for consideration by the CSU Board of Trustees.