

# Academic Program Proposals

## Introduction

This chapter outlines the process for preparing academic program proposals. New degree programs (including the addition of self-support programs) must have CSU Chancellor's Office approval, and the Chancellor's Office shall be notified about new or discontinued options. Minors and certificates are reviewed and approved at the campus level.

## Academic Program Proposals

List of curriculum proposal and activities described in this chapter.

- New Bachelor/Master (Curriculog Approval Process E)
- New Self Support of an Existing State-Support Bachelor/Master (Curriculog Approval Process X)
- New Option/Emphasis (Curriculog Approval Process F)
- New Minor (Curriculog Approval Process G)
- New Academic Credit Certificate (Curriculog Approval Process H)
- New Blended Bachelor's and Master's Degree Program (Curriculog Approval Process I)
- Elevate Option to Full Degree Program (Curriculog Approval Process L)
- Converting Pilot Program to Regular Program Status (Curriculog Approval Process N)
- Discontinue/Move Program/Option/Minor/Emphasis/Certificate/Credential (Curriculog Approval Process Q.)
- Program Name Change/CSU Degree Program Code Change (Curriculog Approval Process M)

## Responsibility and Role of Academic Units

### Departments

Each department is responsible for the development of its curriculum and new programs and for the review of current programs per guidelines established both in this document and by the dean of the college. The department should include evidences and justification for new programs and any significant curricular modifications.

### College Curriculum Committees

The College Curriculum Committee reviews the curriculum proposals and ensures that the proposals are complete and compelling. The College Curriculum Committee is responsible for ensuring that the proposal includes evidence of interdepartmental consultation.

### Deans

Each dean reviews recommendations from the College Curriculum Committee regarding requests for new programs and program modification. The dean is responsible for ensuring that there is sufficient demand for the program, and that the college has the necessary resources to support the program.

### Office of Academic Programs

The Office of Academic Programs reviews all proposals and refers them to the Academic Senate for review. This should occur in the late fall and be completed sufficiently early for the Academic Senate to conclude their work by the end of the academic year.

## Academic Senate

The Academic Programs Committee of the Academic Senate reviews referrals, considering need, demand, resources, and the ability to establish programs of high quality, as well as the appropriateness of the new curricula to the campus mission. In addition, the Budget Committee provides feedback on the new program's proposed budget.

## President

The President reviews the Academic Senate's recommendations on all curricular matters and amends as necessary.

## Associate Vice President of Academic Programs

The Office of Academic Programs forwards traditional curriculum proposals for new degree programs already on the Academic Master Plan to the Chancellor's Office for review and approval after approval by the President; fast-track proposals are forwarded in January and July. Also, the AVP of Academic Programs informs WSCUC of any substantial changes to the University Curriculum.

## Program Proposal for an Approved Program Projection<sup>1</sup>

Departments should download and complete the [CSU Degree program proposal template](#) available on the Chancellor's Office website ensuring that responses are clear and address the statement/question. In addition, an [assessment plan](#), [curriculum map](#), and a [Proposed Program Estimated Resource Report](#)<sup>2</sup> should be prepared. New bachelor's and master's program proposals are initiated in Curriculog using Approval Process E. The completed CSU Degree program proposal template, assessment plan, curriculum map, and an estimated resource report must be attached to the Curriculog proposal. Approval of any major degree program is subject to campus assurances that financial support, qualified faculty, physical facilities, and library holdings sufficient to establish and maintain the program will be available within current budgetary support levels. Included in the program proposal template are "tips" that are designed to assist departments as they prepare proposals for both internal campus and Chancellor's Office review and approval. They are meant to clarify areas from the CSU Degree Program Proposal Template that may need additional explanation. Following these guidelines will increase the likelihood of receiving a positive outcome.

Cal Poly Pomona's Office of Academic Programs, in accordance with its approved academic master plan, shall submit detailed proposals for new degree major curricular programs to the CSU Office of Academic Programs, Innovations & Faculty Development for review.

## Adding Self-Support Counterpart of a Previously Approved State-Support Degree Program<sup>3</sup>

### Proposal Requirement

From Executive Order 1099, section 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-support instruction shall be identical to or established under the same procedures as those governing state-supported instruction.

### 11.1.2.3 Implementing a Self-Support Version of an Existing State-Support Program

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<sup>1</sup> Chancellor's Office Proposing New CSU Degree Programs Bachelor's and Master's Levels Offered through Self-Support and State-Support Modes

<sup>2</sup> [AS-2808-189-BC, New Program Budget Worksheet](#)

<sup>3</sup> Chancellor's Office Proposing New CSU Degree Programs Bachelor's and Master's Levels Offered through Self-Support and State-Support Modes

Before implementing a self-support counterpart of a previously approved state-supported degree program (degree type and title), Chancellor's Office written approval is required.

New Self Support of an Existing State-Support Bachelor/Master are initiated with Curriculog Approval Process X. The proposal shall include:

- Confirmation the existing state-support offering is not being supplanted,
- Specification of the program's qualification(s) to operate as a self-support special session (per EO 1099),
- Rationale for the new support mode,
- Detailed cost-recovery budget specifying student fees per unit and total student cost to complete the program,
- Anticipated enrollment,
- Campus commitment to provide adequate faculty resources, and
- Anticipated impact on the existing state-support program.

Subsequent to obtaining requisite Chancellor's Office written approvals, a campus may operate degree programs in state-support mode, self-support mode, or both, subject to the prohibition against supplanting.

## Requests for New Options and Emphases

While some campuses may have unique definitions, for purposes of CSU system review options and emphases are both defined as an aggregate of courses within a degree major designed to give a student specialized knowledge, competence, or skill.

Each new option, emphasis, and minor is subject to review and approval by the President. The CSU Chancellor's Office must be notified of new options before implementation. At Cal Poly Pomona, new options and emphases require review by the Academic Senate and the President.

### Options<sup>4</sup>

An Option is an aggregate of courses within a major degree program designed to give students a specialized knowledge, competence, or skill. An option must have a minimum of nine semester units distinct from other options and is designed to give students capabilities substantially different than the other curricular alternatives. It is assigned a plan code for purposes of tracking student enrollment, is listed on the student's transcript, and is an official academic label. An exception to the 9-unit minimum is that a program with may offer a "general option" that is not limited to any specialization and is intended to allow students to sample courses from multiple options. This option does not have to differ from the other options by the 9-unit minimum.

In addition to courses offered in the major discipline, options may include courses from other disciplines. However, an option within an option is not permitted.

Options can be formally declared at time of admission or change of major, are tracked in PeopleSoft, and appear on transcripts and diplomas. Students may declare more than one option within a major, subject to the same unit limitations as for double majors (see president's response to [AS-2422-123/AP](#) Policy that Allows for Minors and Double Majors).

Note: Options requiring that a teacher education waiver program run into the fifth year are prohibited by State Code.

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<sup>4</sup> AS-2465-145 Definitions and Guidelines for Undergraduate Degree Programs for the Semester Model

## Emphases<sup>5</sup>

An Emphases is a collection of courses advisory in nature; emphases are not formally declared, are not tracked in PeopleSoft, and do not appear on transcripts or diplomas. Emphases are informal in nature and do not have any requirements in design. An emphases is neither assigned a major code nor is it listed on a student's transcript or diploma. Emphases may be used on a trial basis to assess viability of a formal option in the future. As emphases are not formally declared and tracked in PeopleSoft, they are not eligible to follow the approval process to elevate an option to a full degree. Emphases must be proposed as a new degree following one of the three paths for establishing a new degree program: traditional, fast-track, or pilot.

## Proposal Format for New Options and Emphases

New Option/Emphases is initiated in Curriculog using Approval Process F.

1. The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);
2. A list of courses and required units constituting that new subprogram;
3. Total units required to complete the entire degree, including the combination of subprogram and major program;
4. The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office;
5. A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;
6. The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;
7. The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);
8. A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and
9. Documentation of all campus-required curricular approvals.

### **Adding Self-Support Options (Subplans) of Self-Support Degree Programs**

In addition to the above information, please include the following for self-support programs (in conformance with EO 1099 and EO 1102):

- specification of how all required EO 1099 self-support criteria are met,
- assurance that the proposed program does not replace existing state-support courses or programs,
- evidence that the academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs,
- explanation of why state funds are either inappropriate or unavailable,
- a cost-recovery program budget\*,
- the student per-unit cost, and
- the total cost for students to complete the program.

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<sup>5</sup> AS-2465-145 Definitions and Guidelines for Undergraduate Degree Programs for the Semester Model

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

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

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

Student fees

Projected attrition numbers each year

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

Direct Expenses

Instructional costs – faculty salaries and benefits

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

Extended Education costs – staff, recruitment, marketing, etc. Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

## Requests for New Minors<sup>37</sup>

Undergraduate Minors are a formal collection of courses in a discipline or field other than a student's major (or option, in the case of the College of Business Administration). A minor shall have a minimum of 18-units and a maximum of 36-units, of which at least 9-units must be upper division. Minors may be declared at any time in a student's career, are tracked in PeopleSoft, and appear on diplomas and transcripts. Students may declare a minor in the same department as their major or option if the college or department determines that the two sets of courses are clearly distinct. The minor curriculum must not include hidden prerequisites. Approved minors are shown in the departmental catalog curriculum display. A minor is taken voluntarily and is not required for a baccalaureate degree.

## Proposal Format for Minors

New Minor are initiated in Curriculog using Approval Process G.

1. Exact title of new minor.
2. Program total units.
3. Description of Minor.
4. List courses by catalog number, title, and units of credit as well as the total units to be required under the proposed aggregate.
5. State the aims of the proposed aggregate of courses.

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<sup>37</sup> AS-2465-145 Definitions and Guidelines for Undergraduate Degree Programs for the Semester Model

6. Justify the need for the proposed aggregate of courses.
7. List new courses to be developed. You will need to submit separate course proposals for each new course.
8. List all present faculty members with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.
9. Describe instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses.
10. List all additional resources needed including specific resource, cost, and source of funding.

## Guidelines for Academic Credit Certificate Programs<sup>38</sup>

This policy covers only Academic Credit Certificate Programs. This policy does not apply to professional certificate programs (that do not carry academic credit), certificates of completion of courses, workshops, seminars, or certificates of appreciation. For the remainder of these guidelines, academic credit certificate programs shall be referred to as certificate programs.

**Definition:** According to Executive Order 806, <https://calstate.policystat.com/policy/10867122/latest/>, a certificate program provides a set of learning experiences concentrated in a specific set of educational goals." Certificate programs are normally oriented toward occupations and/or career skills. Executive Order 806 lists some possible learning goals of certificate programs, including increasing knowledge in a career area, providing initial knowledge designed for entering a new career, providing knowledge for emerging career opportunities, and providing an organized set of knowledge within a discipline. Certificate programs are comprised of a coherent set of university-level courses considerably narrower in scope than a major. Some certificate programs may be subsumed within a minor, and some may of themselves constitute a minor program.

Two types of Academic Certificate Programs may be offered:

**Fundamental:** Designed to provide students with undergraduate coursework designed to meet specific educational needs which may have a professional application.

**Advanced:** Designed to provide post-baccalaureate students with coursework leading to a specific educational goal which generally will have a professional application.

Departments, colleges, and interdisciplinary groups may develop certificate programs. The programs are most often provided through extended education, but also may be offered through regular session. A faculty coordinator shall be assigned to each certificate program. If the program is interdisciplinary, each department involved shall have an assigned program advisor.

**Admissions:** Students enrolled in regular session or special session degree programs or teacher credential programs may complete regular session certificate programs as part of their studies. Students must enroll through Extension to earn a special session certificate.

Students seeking a certificate must apply for admission according to the guidelines set forth by the entity offering the certificate program. Students may not be admitted conditionally to any certificate program. Departments may consider the applicability of coursework that is over seven years old. To be admitted to a fundamental certificate program, students must have graduated from high school, have

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<sup>38</sup> AS-2672-167/AP Guidelines for Academic Credit Certificate Programs

earned a Certificate of General Education Development (GED), or have passed the California High School Proficiency Examination. To be admitted to an advanced certificate program, students must have a bachelor's degree and have earned a GPA of 2.5 in their last 30 semester units or be approved by the Program Coordinator. Programs may be set higher, or require additional, admissions requirements.

**Financial Aid:** For students pursuing a certificate exclusively to be eligible for financial aid, the certificate program must be at least 30-units, one academic year in duration, and prepare students for gainful employment in a recognized occupation. Students enrolled in a fundamental certificate program must be enrolled for at least 6-units per semester. Students in an advanced certificate program must be enrolled in a least 3-units per semester.

**Requirements:** At least two-thirds of the units for a certificate must be completed at Cal Poly Pomona (including courses taken through the College of the Extended University). All completed attempts are included in GPA. Grade forgiveness may be applied to a maximum of four-units taken to satisfy the requirements of certificate programs. No courses may be taken credit/no credit. Students may use courses to satisfy major requirements, minor requirements, and certificate requirements. Credit by examination is permitted in accordance with established university regulations.

#### Fundamental Certificate Program

- The program must include a minimum of 12-units, and a maximum of 30-units.
- At least half of the units must be upper division. No units may be graduate units.
- The program must contain a core of 12-units. The remaining units may be elective.
- A course may be repeated only once, and a maximum of 6-units may be repeated.
- Students must earn a 2.0 GPA in all coursework attempted.

#### Advanced Certificate Program

- The program must include a minimum of 9-units, and a maximum of 30-units.
- Two-thirds of the courses must be numbered 5000 or higher. None of the courses may be numbered 299 or lower.
- The program must contain a core of 9-units. The remaining units may be elective.
- A course may be repeated only once, and a maximum of 3-units may be repeated.
- Students must earn a 2.5 GPA in all coursework attempted.

Students may not receive both a certificate and a minor in the same discipline (defined as emphasis, option, or major if there are no options or emphases). Students may not receive a fundamental certificate in a discipline in which they have already received a bachelor's degree or higher. Students may not receive an advanced certificate in a discipline in which they have already received an advanced degree.

**Completion:** Candidates for certificates shall be responsible for filing an application with the Registrar's Office, no later than the last term of study for the certificate. In no circumstances may matriculated students enrolled in regular session or special session degree programs complete regular session certificate program requirements after the completion of degree requirements.

Successful completion of certificate programs will be recognized with a certificate awarded by the University. Completion of the certificate will be noted on the student's transcript. The director of the certificate program shall be responsible for verifying a student's satisfactory completion of the academic

requirements of the certificate program, completing a verification form, and submitting the form to the Registrar's Office.

### **Proposal Process**

New Academic Credit Certificate are initiated in Curriculog using Approval Process H.

Proposals shall go through regular curriculum approval process, including review at the department, college, and dean's level. They shall be submitted to the Office of Academic Programs for verification that all guidelines have been followed. Proposals for certificate programs that are subsets of previously approved major or minor programs will be directed to the University Curriculum Committee. Academic Programs will prepare a referral for proposals for all other certificate programs for consideration by the Academic Senate. Final approval shall be given by the President for such proposals before implementation.

A certificate proposal shall include the following components:

1. **Name of the department/college**
2. **Full and exact title of the certificate**
3. **Program Description**
4. **Accreditation Requirements**
5. **Justification**
  - a. Reason for proposal
  - b. Proposed audience
  - c. Similar offerings at other CSU campuses
  - d. Workforce Projections
  - e. Student Demand
6. **Curriculum**
  - a. List courses by catalog number, title, and units of credit as well as the total units to be required under the proposed certificate
  - b. Completion Requirements
  - c. Two-Year Schedule
7. **Assessment Plan**
  - a. Program goals and objectives
  - b. Student Learning Outcomes
  - c. Curriculum Matrix
  - d. Timeline
8. **Admission Criteria**
9. **Existing Resources**
  - a. Faculty
  - b. Facilities
  - c. Technology
  - d. Library
10. **Additional resources required**

## Converting Pilot Program to Regular Program Status

Converting Pilot Program to Regular Program Status is initiated in Curriculog using Approval Process N.



The California State University allows a limited number of degree programs that meet certain criteria to be established as “pilot programs” without review beyond the campus level. Pilot programs are proposed to the Chancellor’s Office and after a policy-compliance review, may be authorized to admit students for up to five years, at which point the program must be phased out or converted to regular-program status.

Conversion to regular program status requires that the campus submit to the Chancellor’s Office a pilot-conversion proposal, which includes:

1. all relevant program identification information,
2. a program catalog description including a list of all curricular requirements,
3. a thorough program evaluation, including an on-site review by one or more experts in the field,
4. a comprehensive assessment plan which includes:
  - a) all current student learning outcomes,
  - b) a representative sample of one or more years of student learning outcome data, and
  - c) a description of strategies applied to address areas of concern (closing the loop),
5. evidence of adequate faculty and facilities resources,
6. enrollment statistics over the prior five years,
7. evidence of program quality,
8. evidence of societal need (including labor-market demand),
9. evidence of continued student demand,
10. appropriateness to institutional mission, and
11. a brief narrative on how the program prepares graduates for employment and/or graduate education.

For self-support programs, please provide a complete budget indicating all revenue sources and anticipated expenditures as well as

1. the per-unit cost to students,
2. the total cost to complete the program, and
3. a cost recovery budget. (See [Program Proposal Template](#) or [Pilot Conversion Template](#) for required budget elements.)

The campus may use either the traditional new program proposal template, making sure to include an on-site review by one or more experts in the field, or the “Pilot Conversion Template” found at [http://calstate.edu/app/program\\_dev.shtml](http://calstate.edu/app/program_dev.shtml) . Campuses electing not to convert to regular status are expected to submit a letter of discontinuation, specifying program teach-out provisions.

### **Pilot Program Criteria**

The qualifications required for pilot status (listed below) remain in place when a campus converts a pilot program to regular program status.

- a. The program can 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;
- b. it 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;
- c. it can be adequately housed without a major capital outlay project;
- d. it is consistent with all existing state and federal law and Trustee policy;
- e. it is a bachelor’s or master’s degree program; and
- f. the program has been subject to a thorough campus review and approval process.

# Discontinue/ Move Program/ Option/ Minor/ Emphasis/ Certificate/ Credential

Discontinue/ Move Program/ Option/ Minor/ Emphasis/ Certificate/ Credential is initiated in Curriculog using Approval Process Q.

The following fields are required for a proposal:

- a. Department
- b. Current Program Name
- c. Importance to the Institution
- d. Quality of the Program
- e. Efficiency and Demand for the Program
- f. Potential effect on the future employment status of faculty and staff in the program
- g. Plan/Timeline to Close/Move/Merge the Program

## **Decision Variables:**

In considering a decision to discontinue a program, no one variable shall necessarily be deemed more crucial than any other; nor, likewise, is deficiency or low rating, in anyone category necessarily sufficient for program discontinuance. The recommendation to discontinue a program shall not be based solely on quantitative measures, but on a holistic assessment of the program in terms of all of the decision variables, within a process that is broadly consultative and collegial.

### *A. Importance to the Institution*

1. To what extent the program is central to Cal Poly Pomona's mission as described in the mission statement, vision, and core values.
2. To what extent the program's courses are central to the curriculum of a department, a college, or the University.
3. To what extent the program provides a special service to the local community or to the State of California.
4. To what extent the program has demonstrated potential for external funding and support.

### *B. Quality of the Program*

To what extent the quality of the program is adequate to justify continuance in its present form. Program quality may be assessed by program review, external review, accreditation review, or an ad hoc review. The variables for evaluating program quality may include:

1. Ability of the faculty to offer and maintain a current and rigorous curriculum.
2. An effective assessment program that measures the extent to which students are achieving the desired learning outcomes and in which assessment data are used for program improvement.
3. Availability of resources adequate to maintain sufficient breadth, depth, and coherence of the program.
4. Evidence of support for student success which may include:

- Departmental advising program;
  - Student commitment, motivation, and satisfaction;
  - Co-curricular learning experiences that are relevant to the program goals such as
  - Other accomplishments by current and former students that reflect on program
5. Demonstrated ability to attract and retain well-qualified faculty.
  6. The quality of the program's faculty as demonstrated by teaching and participation in appropriate scholarly, creative and/or professional activity. internships, research experiences, study abroad; quality.
  7. To what extent the program's excellence and standing in its discipline enhances the reputation.

### *C. Efficiency and Demand for the Program*

1. To what extent the program is cost-effective relative to disciplinary norms and compared to similar programs at comparable institutions. The measurements presented may include student-faculty ratio; total cost per FTEF; and total cost per FTES. Other discipline-specific variables may also be used.
2. To what extent the present and projected demand for the program is sufficient. Demand for the program may be measured by one or more of the following:
  - The number of applications for admission received that meet minimum CSU eligibility requirements.
  - The number of students admitted.
  - The FTES generated in lower division, upper division, and/or graduate level courses that fulfill degree requirements of the program.
  - The number of students who completed the program.
  - The anticipated need of the California workforce for graduates of the program.

## Program Name Change /CSU Degree Program Code Change

Program Name Change /CSU Degree Program Code Change is initiated in Curriculog using Approval Process M.

In support of the CSU Board of Trustee policy prohibiting proliferation of degree terminology, campuses are required to obtain Chancellor's Office approval before changing the title or reporting code for an existing degree program.

The following fields are required for a **Program Name Change** proposal:

- a. Department
- b. Current Program Name
- c. Proposed Program Name
- d. Brief Explanation for Proposed Name Change
- e. Degree Requirement Matrix - List or attach a table listing the CSU campus degree requirements and degree requirements from comparable CSU programs or programs from other US institutions.
- f. Timeline

The following fields are required for a **CSU Degree Program Code Change** proposal:

- a. Department

- b. Current Program Name
- c. Current CSU Degree Program Code
- d. Current CIP Code
- e. Proposed CSU Degree Program Code
- f. Proposed CIP Code
- g. Brief Explanation for Proposed Name Change
- h. Degree Requirement Matrix
- i. Timeline

## New Blended Bachelor's and Master's Degree Program (4+1)

New Blended Bachelor's and Master's Degree Program is initiated in Curriculog using Approval Process I.

The levels of review for New Blended Bachelor's and Master's Degree Program proposals are as follows:

- department curriculum committee
- department chair
- college curriculum committee
- college dean
- Office of Academic Programs

The following fields are required for a proposal:

- a. Bachelor's Department
- b. Bachelor Program Name
- c. Bachelor CIP code
- d. Master's Department
- e. Master's Program Name
- f. Master CIP code
- g. Roadmap of program (5 year curriculum)
- h. MOU if across departments (both departments are included)
- i. Explaining how the program is divided between the department.
- j. Description of admission criteria for program (in addition to the following):
  - Min 3.0 for recent 60 semester
  - Completed all 1000 and 2000 level classes in their bachelor
- k. Procedure for reviewing "change of objective"
- l. Procedure to address appeal of "change of objective" denials
- m. Suitable substitutes for graduate courses for upper-division degree requirement if student decides to revert to undergraduate degree.

## Elevate Options to Full Degree

Elevate Options to Full Degree is initiated in Curriculog using Approval Process L.

Elevating an option to a full degree program should reflect the needs of the students and the state, be broadly based, and demonstrate depth, relevancy, and applicability to the real world of work. The Board of Trustees guidelines prohibit proliferation of degrees and degree terminology.

The proposal to elevate an option to a full degree must include:

1. A program overview, a description of the program's fit with the institutional mission or institutional learning outcomes, and a rationale for elevating the option or concentration at this time.
2. The proposed catalog copy including the program description, degree requirements and admission requirements, (including course catalog numbers, titles, course units), and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).
3. A side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.
4. A comprehensive assessment plan addressing all assessment elements and a curriculum map matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M);
5. Enrollment numbers in the option for the past three to five years.
6. Teach-out policy language to accommodate those students who will complete the original program with the option or concentration.
7. Evidence the current option will be discontinued once all existing students exit the program.
8. Documentation of the campus approval process with written evidence of continued administrative support to sustain the stand-alone program.

The elevation process requires Chancellor's Office review and approval. To merit approval, the new degree program must not have significant overlap with the requirements of the existing full degree program from which it was derived. The existing option will need to be discontinued when the elevation is approved.