ACADEMIC MASTER PLAN PROPOSALS

INTRODUCTION

Many of the actions mentioned in this section will be part of the catalog revision process. However, units should not assume that new degree programs, options, or minors that are part of one year’s review process will be included in the next catalog. New degree programs must have CSU Chancellor’s Office approval, and the Chancellor’s Office shall be notified about new, modified, or discontinued options and emphases. By contrast, minors and changes related to General Education are reviewed and approved at the campus level (provided changes are within the guidelines of Title 5 and relevant Executive Orders).

ACADEMIC MASTER PLAN PREPARATION

Overview

An Academic Master Plan (AMP) is a comprehensive list of campus academic plans that guide program, faculty, and facility development. These plans list existing degree programs, projected (planned) programs, and program-review schedules for authorized degree programs. An AMP is submitted annually by each campus to the CSU Chancellor’s Office. New program proposals submitted by each campus 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 plans are submitted to the Board of Trustees.

Endorsement by the CSU Trustees of all degree programs on the Academic Master Plan is required prior to implementation. New options, emphases, and minors are exempt under the provisions of Executive Order No. 1071 which delegates approval authority to Presidents if the option or minor falls under an established degree program at the campus.

The campus Academic Master Plan should represent 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.

ACADEMIC MASTER PLAN GUIDELINES

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 evidence of demand surveys 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 the middle of fall quarter.

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. The committee’s recommendations on proposals for the AMP are to be submitted to deans early in the winter quarter.

Deans

Each dean reviews recommendations from the college curriculum committee regarding requests for new programs. The dean is responsible or ensuring that there is sufficient demand for the 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 middle of winter quarter.

Associate Provost
The Associate Provost reviews all AMPs and refers them to the Academic Senate for review. This should occur in the late winter and spring, and be completed sufficiently early for the Senate to conclude their work by the end of August.

Academic Senate
The Academic Programs Committee of the Senate reviews AMP 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.

President
The President reviews the Senate’s recommendations on all AMP matters, and amends as necessary. The Associate Provost prepares the updated campus AMP and final report and forwards it to the Chancellor’s Office.

Associate Provost
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 in January. Fast-track proposals are forwarded in January and July.

NEW PROGRAM DEVELOPMENT

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) 34
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 Bachelor of Arts degree requires 180 quarter units with at least 60 units in upper division coursework. The BA contains a minimum of 36 units of courses within the major, of which at least 18 must be upper division. The major shall also include at least 15 units of 100- and 200-level courses. 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 Science (BS) 35
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 180 quarter units with at least 60 units in upper division coursework. The BS will contain at least 54 quarter units of courses in the major, of which at least 27 must be upper division.

34 California Code of Regulations, Title 5, 40500
35 California Code of Regulations, Title 5, 40501
The major also shall include at least 15 units of 100- and 200-level courses. 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*⁶⁶ (BFA)

The Bachelor of Fine Arts degree requires a minimum of 180 quarter units and a maximum of 198 units. The BFA shall contain at least 105 quarter 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*⁶⁷ (BArch)

A Bachelor of Architecture degree requires a minimum of 180 quarter units and a maximum of 263 units. The BArch will contain at least 67 quarter units of courses in the major, of which at least 40 must be upper division.

*Graduate Programs*⁶⁸

A master’s degree program consists of a minimum of 45 quarter units of approved graduate work completed within a maximum of seven years. Not less than one-half of the units required for the master’s degree shall be in courses organized primarily for graduate students. Not less than 32 units shall be completed in residence. No course in teaching methods or directed teaching may be included in a master’s degree program.⁶⁹ Not more than nine quarter units shall be allowed for a thesis or project.

*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)*⁴⁰

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

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⁶⁶ California Code of Regulations, Title 5, 40506
⁶⁷ California Code of Regulations, Title 5, 40505
⁶⁸ California Code of Regulations, Title 5, 40510
⁶⁹ No campus policy found to support this restriction.
⁴⁰ California Code of Regulations, Title 5, Sections 40511 and 40512
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.

Blended/Credential Programs

Students are allowed to enroll in a program that allows them to earn their bachelor’s or master’s degree while concurrently satisfying the requirements for the teaching credential. This allows the University to put students on a fast track to achieving certification as public school teachers in California.

While working toward a bachelor’s degree goal, students can begin fulfilling the requirements for a teaching credential. Students will then not need a full year after graduating to complete these requirements. These programs are intended to blend content and pedagogy in the preparation of teachers to enable students to complete both their degree and credential requirements within four to five years for undergraduate programs.

The unit distribution for blended programs shall consist of the minimum requirements as stated above for undergraduate degree programs and, in addition, coursework required by the California Commission of Teacher Credentialing for a teaching credential.

Whereas completing a bachelor’s degree is still part of the requisite to obtain a teaching credential, the content of some courses can meet, at the same time, discipline subject matter for the bachelor’s degree and pedagogy and standards in teaching methodology. Through blending the two programs, the total number of units required for the degree and the credential may be reduced. Completing a bachelor’s degree remains a requirement for obtaining a credential.

Blended/Graduate Programs

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 225 quarter units (BS 180 + MS 45) 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 180 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

Consistent with policy established by our regional accreditor, the Western Association of Schools and Colleges (WASC), California State University campuses shall not enter into agreements to offer “dual

41 CSU Coded Memorandum AA-2012-01
42 CSU Coded Memorandum AA-2012-04
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.

*Joint Degree Programs*  
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 (within degree granting authorizations established in California Education Code).

**PROCEDURES FOR ESTABLISHING NEW DEGREE PROGRAMS**

The CSU Board of Trustees adopted a resolution in July 1997 authorizing three alternatives for establishing new degree programs. The current 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. However, 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 Board of Trustees 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 have the new degree program placed on both the CSU and the Cal Poly Pomona Academic Master Plan. The second step, which could occur concurrently or a year later, is the submittal of the curriculum for approval. Once the proposal and the curriculum have both been approved, catalog copy should be submitted according to the due dates listed in the Schedule of Activities and Deadlines.

**Fast-Track: Combined Projection and Proposal Process**

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 degree proposal that will be submitted to the Chancellor’s Office for system-level review and approval. In the traditional process, proposals are to be submitted in the academic year preceding planned implementation.

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43 CSU Coded Memorandum AA-2012-04  
44 Chancellor’s Office Procedures for Fast-Track Degree Programs (www.calstate.edu/app/documents/fasttrackprocedures.pdf)  
45 AS-1076-989/AP, Guidelines for Submitting Master Plan Entry Proposal
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As adopted by the Board in July 1997, the fast-track process shortens the time to implementation by allowing proposals to be submitted at the same time that the 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 Planning, by the first Monday in January and that raise no major issues can be acted on by the Board of Trustees in March, sent through system-level review, and could receive Chancellor’s Office approval in July.

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

Pilot Programs

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:

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.

46 Chancellor’s Office Procedures for Pilot Degree Programs (http://www.calstate.edu/app/documents/pilotprocedures.pdf)
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.

Pilot Program Implementation Procedures:

1. Prior to implementation, the Associate Provost 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 Pilot Program Template found on the Chancellor’s Office APP website at www.calstate.edu/APP/Resources.

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 ACADEMIC MASTER PLAN ENTRY PROPOSAL

The criteria listed below have been recommended by the CSU Chancellor’s Office for each program projected on the Academic Master Plan and must be specifically addressed in all AMP entry 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.

1. Delivery mode: fully face-to-face, hybrid, or fully online program;

2. A brief summary of the purpose and characteristics of the proposed degree program;

3. The program’s fit with the campus mission and strategic plan

4. Support mode: state support or self-support/extended education;

5. Anticipated student demand;

6. Workforce demands and employment opportunities for graduates;

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7. Other relevant societal needs;
8. An assessment of the required resources and a campus commitment to allocating those resources; and
9. As applicable:
   a. If the projection is a pilot program, also list the academic years during which the program will operate in pilot status.
   b. For new degree programs that are not already offered in the CSU, please provide a compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree program that has potential value to students and meets CSU requirements for an academic program at the undergraduate or graduate level.

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” 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.

GUIDELINES FOR SUBMITTING AN IMPLEMENTATION CURRICULUM PROPOSAL

A campus, in accordance with its approved academic master plan, shall submit detailed proposals for new degree major curricular programs to the CSU Office of Academic Program Planning for review and approval in the academic year preceding projected implementation. 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.

Departments should follow the format below, point by point, addressing each area specifically.

1) **Program Type** (Please specify any from the list below)
   a. State-Support
   b. Self-Support
   c. Delivery Type: Fully face-to-face, fully online, or hybrid program
   d. Fast Track (bachelor’s or master’s only; not already on campus academic plan)
   e. Pilot (bachelor’s or master’s only; not already on campus academic plan)
   f. Pilot Conversion
   g. New Program
   h. Proposal Revision (updating a previously reviewed proposal)

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48 Chancellor’s Office Proposing New CSU Degree Programs Bachelor’s and Master’s Levels Offered through Self-Support and State-Support Modes
2) Program Identification
   a. Campus
   b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts in History).
   c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.
   d. Term and academic year of intended implementation (e.g. Fall 2016).
   e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.
   f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primarily responsibility.
   g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.
   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.
   i. Any other campus approval documents that may apply (e.g. curriculum committee approvals).
   j. Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of the CSU proposal format. If campuses choose to submit the WASC Substantive change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.
   k. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code. Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list at: [http://www.calstate.edu/app/resources.shtml](http://www.calstate.edu/app/resources.shtml), you can search CIP 2010 at [http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55](http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55) to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

3) Program Overview and Rationale
   a. Provide a rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. A comprehensive rationale also explains the relationship between the program philosophy, design, target population, and any distinctive pedagogical methods.
   b. Provide the proposed catalog description, including program description, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

4) Curriculum - (These requirements conform to the revised 2013 WASC Handbook of Accreditation)
   a. These programs proposal elements are required:
      - Institutional learning outcomes (ILOs)
      - Program learning outcomes (PLOs)
      - Student learning outcomes (SLOs)
Describe outcomes (also sometimes known as goals) for the 1) institution, 2) program, and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the 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 program graduates. 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 level of learning has been achieved.

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)

Include plans for assessing institutional, program, and student learning outcomes. Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including strategies and tools to assess student learning outcomes, (directly related to overall institutional and program learning outcomes). 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” insures 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.

c. Indicate total number of units required for graduation.

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.

e. If any formal options, concentrations, or special emphases 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.

f. List all requirements for graduation, including electives, for the proposed degree program, specifying course catalog numbers, course titles, total units required for completion of the degree, major requirements, electives, and prerequisites or co-requisites (ensuring there are no “hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.

(WASC 2013 CFR: 2.1, 2.2)
g. 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-level or undergraduate-level.

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

i. 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.

j. 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)

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

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

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

n. Describe advising “roadmaps” that have been developed for the major.

o. 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 major 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 or concentration that is accredited by an appropriate specialized accrediting agency.
5) Societal and Public Need for the Proposed Degree Major Program

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

b. Describe differences between the proposed program and programs listed in Section 4a above.

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

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

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

Note: Data Sources for Demonstrating Evidence of Need

• APP Resources Web http://www.calstate.edu/app/resources.shtml
• US Department of Labor, Bureau of Labor Statistics
• California Labor Market Information
• Labor Forecast

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, for example.

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.

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.

d. Describe professional uses of the proposed degree program.

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.

7) Existing Support Resources for the Proposed Degree Major Program

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.

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. For master’s degrees, include faculty publications or curriculum vitae. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty
members with the appropriate terminal degree should be on the program staff. (Code Memo EP&R 85-20)
b. Describe facilities that would be used in support of the proposed program.
c. Provide evidence that the institution provides adequate access to both electronic and physical
   library and learning resources.
d. Describe available academic technology, equipment, and other specialized materials.

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.
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).
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.
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.

9). Self-Support Programs
a. Confirm that the proposed program will not be offered at places or times likely to supplant or
   limit existing state-support programs.
b. Explain how state-support funding is either unavailable or inappropriate.
c. Explain how the program is different, in one or more of the following ways, from state-supported
   campus offerings operating on campus:
   i. Primarily designed for career enrichment or retraining
   ii. Program location is significantly removed from state-supported campus facilities
   iii. The program client group receives educational or other services at a cost beyond what
       could be reasonably provided under state support.
d. For self-support programs, please provide information on the per-unit cost to students and the
   total cost to complete the program (in addition to the required cost recovery budget elements
   listed in the CSU degree proposal faculty check list)
CHAPTER 4 – ACADEMIC MASTER PLAN PROPOSALS

TIPS FOR COMPLETING A SUCCESSFUL PROGRAM PROPOSAL

The Chancellor’s Office provide “Tips” designed to assist campuses 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. They are also meant to provide examples of response formats to guide proposal writers. If the suggestions are followed, the likelihood of receiving a positive outcome is greatly enhanced.

The “Tips” below address items 3 through 9 in the Proposal Template, as these areas generally require more detailed and/or more complex responses. All “Tips” are italicized and directly relate to the prompt indicated. Please note that some prompts in the template do not have “Tips”. This is generally because the prompt itself is self-explanatory. However, if additional clarification is needed to complete any of the sections, please do not hesitate to contact the office of Academic Programs and Faculty Development at the Chancellor’s Office for assistance.

3. Program Overview and Rationale

   a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission or institutional learning outcomes, and a justification for offering the program at this time. A comprehensive rationale also explains the relationship between the program philosophy, curricular design, target population, and any distinctive pedagogical methods.

      The first sentence should describe the proposed program clearly and succinctly. The description will address the nature of the program itself and include its purpose and strengths. For example, “This program is designed to . . .” or “The purpose of this program is to . . .” Focus on describing content knowledge. While in this program, what program and learning outcomes can a student expect to achieve? What unique features does this program have that will draw candidates to apply and ultimately enroll? Overall, at the end of the program, what knowledge, skills, and dispositions will graduates possess when they graduate from the program?

      The rationale also requires a statement of how the program fits with the institutional mission or institutional learning outcomes. Simply stating “This program fits with the institutional mission” is not sufficient. Instead, state the actual mission statement or expected outcomes of the institution and describe in several sentences how the program fits, complements, augments, or extends the mission. Then, provide a justification for offering the program at this time. The justification is critical as it forms the basis of the argument for requesting approval to offer the proposed program.

   b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

      In three separate sections 1) provide the proposed catalog description (the copy prospective candidates will view), 2) all degree requirements (including prerequisites), including catalog number, course title, and number of units, and 3) admission requirements/criteria.

4. Curriculum

   a. These program proposal elements are required:

      • Institutional learning outcomes (ILOs)
      • Program learning outcomes (PLOs)

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• Student learning outcomes (SLOs)

Describe outcomes (also sometimes known as goals) for the 1) institution, 2) program, and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the 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 program graduates. 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 level of learning has been achieved.

(WASC 2013 CFR: 1.1, 1.2, 2.3)

Institutional learning outcomes (ILOs) typically highlight the knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. ILOs are stated very broadly and generally reflect the overall philosophy of the institution; they communicate the fundamental values the university intends to transmit.

ILOs are usually constructed by university committees or task forces. They are also sometimes called university goals, mission, or values statements. However, for purposes of degree program proposals, the Chancellor’s Office is aligning all language to match WASC assessment language, which uses institutional learning outcomes, ILOs.

It is beneficial to examine ILOs at the beginning of the program development process to make sure program and student learning outcomes will be progressively more narrow extensions of the university outcomes.

Examples of institutional learning outcomes (ILOs):

Graduates of CSUEB will be able to:

• think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;

• communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;

• apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;

• work collaboratively and respectfully as members and leaders of diverse teams and communities;

• act responsibly and sustainably at local, national, and global levels;

• demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study

Program learning outcomes (PLOs - sometimes also known as goals or objectives), describe the significant and essential learnings students will master and reliably demonstrate. They explain what program graduates will know upon program completion. Program learning outcomes are broadly stated, but should not be so broad as to be considered grandiose or unreasonable; there may be one overarching outcome or between five and seven for one program. Program learning outcomes are natural and connected outgrowths of the institutional level learning outcomes. More than seven program outcomes tend to be unwieldy and difficult to assess adequately. Program outcomes are best written with a strong focus on describing the characteristics of an ideal program graduate.

Example of program learning outcomes:

(integrating several ILOs from CSUEB sample in “a” above)

Biological Science program graduates will:
1) acquire and combine their general education skills with a rich body of relevant biological sciences knowledge and information to solve scientific complex problems and challenges,

2) apply and integrate the scientific method in field, lab, or research settings through critical analysis, problem solving, and collaborative communication techniques,

3) advocate for biological sciences equity and social justice in diverse and multicultural local, national and global contexts

Student learning outcomes (SLOs) have become the standard in program development as a result of research in educational and pedagogical theory. Student learning outcomes clearly state the specific and measurable knowledge, skills, and/or behaviors that display and verify learning has occurred. Key characteristics of student learning outcomes include 1) clarity, 2) specificity, (this means they are worded with active verbs stating observable behaviors) and, 3) measurability. Every student learning outcome should be directly aligned with and related to one or more program learning outcomes. Overall, learning outcomes are clear and assessable statements that define what a student is able to do after completing all program coursework.

Program learning outcomes describe the ideal overall graduate. SLOs explicitly state the behaviors a student will observably and measurably exhibit to become the ideal graduate.

Constructing Student Learning Outcomes (SLOs): Using Bloom’s Taxonomy of Educational Objectives is an extremely useful tool for creating meaningful student learning outcomes. The chart below indicates the level of performance using the Taxonomy. Effective programs utilize all levels of the taxonomy with the majority of cognitive outcomes focused on levels 4, 5, and 6 for both undergraduate and graduate program. For graduate programs, it is especially important to have a higher concentration of outcomes constructed at the top three levels.

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy Levels (lowest to highest levels of learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: To know and remember</td>
</tr>
<tr>
<td>2. Comprehension: To understand, interpret, and compare</td>
</tr>
<tr>
<td>3. Application: To apply knowledge</td>
</tr>
<tr>
<td>4. Analysis: To identify parts and relationships</td>
</tr>
<tr>
<td>5. Synthesis: To create something new from parts</td>
</tr>
<tr>
<td>6. Evaluation: To judge and assess quality</td>
</tr>
</tbody>
</table>

Examples of Student Learning Outcomes:
The examples listed below have been developed using various levels of Bloom’s Taxonomy of Educational Objectives and applied to various disciplines (adapted from Stanford University, Assessment website):

**Physical and Biological Sciences:**

- Using at least three large sets of scientific data related to specific areas of scientific interest (e.g. cell, behavioral, molecular biology, genetics, etc.), students will analyze and synthesize the data to solve a scientific problem.

- Students will design and conduct a scientific experiment using the scientific method and report the findings.

- Students will analyze and evaluate multiple perspectives and interpretations associated with various biological science theories and defend or refute their merits.
Languages and Literature:
• Using critical terms and appropriate methodology, students will complete a literary analysis following the conventions of standard written English.
• French students will make an oral presentation with suitable accuracy in pronunciation, vocabulary, and language fluency.
• French students will accurately read and translate multiple French text passages.

Mathematics:
• Students will apply algorithmic techniques to solve problems and obtain valid solutions.
• Students will evaluate and judge the reasonableness of obtained solutions and defend their position.

Humanities and Fine Arts:
• Using various industry standard protocols, students will analyze and critique works of art and visual objects and render their conclusions.
• Students will identify musical elements, take them down at dictation, and perform them by sight.
• Students will communicate both orally and verbally about music of all genres and styles in a clear and articulate manner.

Social Sciences:
• Students will test hypotheses and draw correct inferences using both quantitative and qualitative analysis.
• Students will evaluate theory and critique research within the discipline and defend their positions.

Business
• Students will work in groups and display professional business standards dispositions as part of an effective team.
• Students will recognize and accurately diagnose accounting problems.

(Sample student learning outcomes are adapted and augmented from the Stanford University assessment support website and Fresno City College Student Learning Outcome Handbook)


Each of the above examples uses action verbs to indicate what the student must observably exhibit. Each outcome must be measurable.

The table below provides some examples of verbs to consider when constructing student learning outcomes at each level of Bloom’s Taxonomy.

<table>
<thead>
<tr>
<th>Sample action verbs at each level of Bloom’s Taxonomy to assist in creating observable and assessable program Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>Comprehension</td>
</tr>
<tr>
<td>Application</td>
</tr>
<tr>
<td>Analysis</td>
</tr>
<tr>
<td>Synthesis</td>
</tr>
</tbody>
</table>
The verbs listed above represent just a fraction of those contained at each level. There are many online examples with expanded lists of appropriate verbs. Program Proposal writers are encouraged to seek more examples directly online for more information.

Additional Possible resources:


Please note: Some of the information required in “a” above can be answered using the information required in the tables in “b” below.

WASC 2013 definition of “outcome”:

A concise statement of what the student should know or be able to do. Well-articulated learning outcomes describe how a student can demonstrate the desired outcome; verbs such as “understand” or “appreciate” are avoided in favor of observable actions, e.g., “identify,” “analyze.” Learning outcomes can be formulated for different levels of aggregation and analysis. Student learning outcomes are commonly abbreviated as SLOs, course learning outcomes as CLOs, program learning outcomes as PLOs, and institution-level outcomes as ILOs. Other outcomes may address access, retention and graduation, and other indicators aligned with institutional mission and goals (WASC, 2013, Handbook of Accreditation, p. 51).

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)

Include plans for assessing institutional, program, and student learning outcomes. Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including strategies and tools to assess student learning outcomes, (directly related to overall institutional and program learning outcomes).

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “Introduced,” “Developed,” and “Mastered” insures 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.

(WASC 2013 CFR: 2.4, 2.5, 2.6, 2.7)
1. Comprehensive Assessment Plan

The comprehensive assessment plan should identify a) institutional learning outcomes (or goals), b) overarching program learning outcomes, c) corresponding student learning outcomes, d) courses where student learning outcomes are assessed, e) assessment activities, f) suggested assessment tools - what type of tool will be used to score/evaluate the activity, g) assessment schedule - how often the SLOs will be assessed, h) how the assessment data/findings will be reported, i) designated personnel to collect, analyze, and interpret student learning outcome data, j) program data/findings dissemination schedule, k) anticipated strategies on how outcome data will be used to “close the loop.”

Charts, tables, and/or diagrams are always helpful. The example below offers a BASIC format only, yet provides a sequential and developmental picture of every component in the assessment plan. Graphically displaying ILOs, PLOs and SLOs on a matrix effectively shows the unifying thread between all outcome levels. Showing a direct line relationship between outcome levels also demonstrates how SLOs are linked to the general overall operation of the campus. Proposal writers are encouraged to experiment in order to display evidence as clearly and creatively as possible.

Sample Template: Comprehensive Assessment Plan

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILOs</td>
<td>PLOs</td>
<td>SLOs</td>
<td>Courses (Where SLOs are assessed)</td>
<td>Assessment activities (to measure each SLO)</td>
<td>Suggested assessment tools</td>
<td>Assessment schedule – how often SLOs will be assessed</td>
<td>How will data/findings be reported</td>
<td>Designated personnel to collect, analyze, and interpret student learning outcome data</td>
<td>Program data/findings dissemination schedule</td>
<td>Anticipated closing the loop strategies</td>
</tr>
</tbody>
</table>

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

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

***Examples of ways to report assessment data: As percentages of all who “passed” at the 70% level; number/percentage of those scoring above 4.0/5.0 on an assignment assessment rubric; number/percentage who scored at a designated level according to a standard rubric; instructor observational narrative, analysis, and report. Other examples?

These examples provide only a sampling of the many ways student learning outcomes can be assessed. Assessments should be directly related to the outcome desired, easily scored, and clearly and succinctly articulated so that students know exactly what is expected of them.
There are no hard and fast rules regarding the number of Program Learning Outcomes. However, too many become difficult to manage and track. The best assessment plans and the data produced should be meaningful, manageable, and measurable.

It is expected that assessments will be refined or changed as a program develops and matures. It is also understood that SLOs can be assessed in several courses. In graduate degree programs, if an assessment to measure a program SLO occurs outside of a course setting, (i.e. Comprehensive exam or exam through an outside accrediting agency), please indicate. This matrix is designed to provide a starting point in the program/student outcome assessment process.

2. Curriculum Mapping Matrix - Evidence of where the content related to the learning outcomes is Introduced, Developed, and Mastered in required courses.

Below are two sample matrices/templates showing the relationship between required program courses, student learning outcomes, and where program content related to each outcome is Introduced, Developed, and Mastered.

**Curriculum Mapping Matrix (Sample #1)**

(Where are SLOs Introduced, Developed, and Mastered)?

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>COURSE # XXX</th>
<th>COURSE # XXX</th>
<th>COURSE # XXX</th>
<th>COURSE # XXX</th>
<th>COURSE # XXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 2</td>
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<tr>
<td>SLO 3</td>
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<td>SLO 4</td>
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<td>SLO 5</td>
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<td>SLO 6</td>
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<td>SLO 7</td>
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</tbody>
</table>

Place an I, D, or M in each cell above to indicate where the program content in Introduced, Developed, and/or Mastered. It is understood that there will be many more courses than indicated here in the sample table. Please make sure to include all program required courses (including actual course numbers/designations) on the matrix and indicate I, D, or M for each Student Learning Outcome.
**Curriculum Mapping Matrix (Sample #2)**

(Where are SLOs Introduced, Developed, and Mastered)?

Program: __________________________ Date: ______________________

Campus: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>UNITS</th>
<th>Course Number and Title</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
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</tr>
<tr>
<td>ETC.</td>
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</tr>
</tbody>
</table>

*I = Introduced  
*M = Mastered  
*D = Developed*

Student learning outcomes state the specific and measureable knowledge, skills, and/or behaviors that display and verify learning has occurred:

Student learning outcomes:

a.

b.

c.

d.

e.

f.

g.
### Curriculum Mapping Matrix (Sample #3)

**XXX Program**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>SLO #1 Aligns with and measures: PLO #: ILO #:</th>
<th>SLO #2 Aligns with and measures: PLO #: ILO #:</th>
<th>SLO #3 Aligns with and measures: PLO #: ILO #:</th>
<th>SLO #4 Aligns with and measures: PLO #: ILO #:</th>
<th>SLO #5 Aligns with and measures: PLO #: ILO #:</th>
<th>SLO #6 Aligns with and measures: PLO #: ILO #:</th>
<th>SLO #7 Aligns with and measures: PLO #: ILO #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Place the appropriate symbols (found below) on the matrix to indicate where program content related to the outcome is introduced, developed, or mastered. Use a ^ to indicate the course where the SLO is assessed.

<table>
<thead>
<tr>
<th>1</th>
<th>= Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>= Developed</td>
</tr>
<tr>
<td>M</td>
<td>= Demonstrated at the Mastery Level Appropriate for Graduation</td>
</tr>
<tr>
<td>^</td>
<td>= Denotes where the signature assignment is given</td>
</tr>
<tr>
<td>*</td>
<td>= Outcome is introduced in a prerequisite course</td>
</tr>
</tbody>
</table>

List the student learning outcomes (SLOs):
1.  
2.  
3.  

etc.

List the program learning outcomes (PLOs):
1.  
2.  
3.  

etc.

List the institutional learning outcomes (ILOs)
1.  
2.  
3.  

etc.
c. Indicate the total number of units required for graduation

*Please indicate the total number of units proposed for the program and indicate whether they are semester or quarter 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.

*Every attempt should be made to design the curriculum efficiently to meet the Title 5 requirement limiting program units to 120/180. This could involve program learning outcome revisions, extensive curriculum content analysis, or a re-examination and realignment with accreditation agency required outcomes, for example.*

e. If any formal options, concentrations, or special emphases 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.

f. List all requirements for graduation, including electives, for the proposed degree program, specifying course catalog numbers, course titles, total units required for completion of the degree, major requirements, electives, and prerequisites or corequisites (ensuring there are no “hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.

*(WASC 2013 CFR: 2.1, 2.2)*

*This information is best presented in a table format with multiple columns so that the exact courses required to complete this degree are clearly presented and easy to read. Be sure to include the complete title of the course along with the other required information.*

**ADDING SELF-SUPPORT COUNTERPART OF A PREVIOUSLY APPROVED STATE-SUPPORT DEGREE PROGRAM**

**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**

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.

The proposal shall include:

- Confirmation the existing state-support offering is not being supplanted;

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CHAPTER 4 – ACADEMIC MASTER PLAN PROPOSALS

- 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, EMPHASES, AND MINORS

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 and emphases before implementation. At Cal Poly Pomona, new minors, options, and emphases in some cases, require review by the Academic Senate and the President.

Options

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 24-40 quarter 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.

Option courses may appear as a part of the major core and support. 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 and, unlike majors, option programs cannot be declared impacted.

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

Emphases

An Emphasis is an aggregate of courses within a major degree program designed to give students a specialized knowledge, competence or skill. Emphases are informal in nature and do not have any requirements in design. An emphasis 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.
Minors

A Minor is a formal aggregate of courses designed to give students a specialized knowledge, competence or skill in a designated subject area distinct and outside the student’s degree major, consisting of 24 or more quarter units of which 12 must be upper division. A minor may be sponsored by an academic unit (a department or college) or a collection of academic departments (interdisciplinary). 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 EMPHASES, OPTIONS, AND MINORS

1) Give the name of the department submitting the request, the full and exact title of the proposed aggregate of courses, and whether it is an option, emphasis, or minor.

2) Provide the full and exact title of the degree major program under which the aggregate of courses will be offered, where applicable.

3) List options, or special emphases already existing under the degree major program for which the new aggregate of courses is proposed.

4) Give the name of the department, or collection of departments, offering the aggregate of courses.

5) State the aims of the proposed aggregate of courses.

6) Justify the need for the proposed aggregate of courses.

7) List courses by catalog number, title, and units of credit as well as the total units to be required under the proposed aggregate.

8) List courses by catalog number, title, and units of credit as well as the total units to be required for the major in which the proposed aggregate of courses is to be included.

9) List new courses to be developed. Include proposed catalog descriptions.

10) 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.

11) Describe additional instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses. List all resources needed for the first five years beyond those currently projected, including specific resource, cost, and source of funding.

GUIDELINES FOR ACADEMIC CREDIT CERTIFICATE PROGRAMS

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, or 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, http://www.calstate.edu/EO/EO-806.pdf, “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.

51 AS_1086-989/AP – Limits of Unit Overlap: Second Bachelor’s, Second Master’s, and Minors
52 AS-2434-134/AP Guidelines for Academic Credit Certificate Programs
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 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 45 quarter 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 45 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 quarter. Students in an advanced certificate program must be enrolled in at least 4 units per quarter.

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 16 units, and a maximum of 45 units.
- At least half of the units must be upper division. No units may be graduate units.
- The program must contain a core of 16 units. The remaining units may be elective.
- A course may be repeated only once, and a maximum of 8 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 12 units, and a maximum of 45 units.
- Two-thirds of the courses must be numbered 500 or higher. None of the courses may be numbered 299 or lower.
• 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 4 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**

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
CHAPTER 4 – ACADEMIC MASTER PLAN PROPOSALS

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**