New Degree Programs

Procedures for Submitting Proposals for Implementation of New Degree Major Programs (Bachelor's and Master's Levels)

Adding Self-Support Version of a Previously Approved State-Support Offering

Procedures for Developing Joint Doctoral Proposals

Procedures for Fast-Track and Pilot Programs
Procedures for Submitting Proposals for Implementation of New Degree Major Programs (Bachelor’s and Master’s Levels)


This document presents the format, criteria, and submission procedures for CSU bachelor’s and master’s degree program proposals. Please see the Academic Program Planning website for doctoral degree proposal formats. (http://www.calstate.edu/APP/)

Criteria
Proposals are subjected to system-level internal and external evaluation, through which reviewers seek evidence indicating that current campus budgetary support levels provide sufficient resources to establish and maintain the program. Review criteria include: curriculum, financial support, number and qualifications of faculty, physical facilities, library holdings, responsiveness to societal need and regional and workforce needs, academic assessment plans, and compliance with all applicable CSU policies, state laws, and accreditation standards.

Procedures
Before a proposal is submitted to the Chancellor’s Office, the campus adds the projected degree program to the campus academic plan. See “Procedures for Submitting Requests for New Degree Major Programs for Inclusion in the San Diego State Academic Master Plan.” Subsequent to the CSU Board of Trustees approval of the projection, a detailed, campus-approved program implementation proposal is submitted to Chancellor’s Office for review and approval. Proposals are to be submitted in the academic year preceding projected implementation. Only programs whose implementation proposals have been approved by the CSU Chancellor may enroll students. Campus Academic Plans appear in the Educational Policy Committee Agenda Item of the annual March meeting of the Board of Trustees.
CSU Degree Proposal: Faculty Check List

Please confirm (✓) that the following are included in the degree proposal:

☐ The total number of units required for graduation is specified (not just the total for the major):
  ☐ A proposed bachelor’s program requires no fewer than 120 semester units
  ☐ Any proposed bachelor’s degree program with requirements exceeding 120 units must provide a justification for the excess units

☐ Please specify the total number of prerequisite units required for the major.
  Note: The prerequisites must be included in the total program unit count.

List all courses and unit counts that are prerequisite to the major:

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

☐ Title 5 minimum requirements for bachelor’s degree have been met, including:
  ☐ Minimum number of units in major (BA 24 semester units), (BS 36 semester units)
  ☐ Minimum number of units in upper-division (BA 12 semester units), (BS 18 semester units)

☐ Title 5 requirements for proposed master’s degree have been met, including:
  ☐ Minimum of 30 semester units of approved graduate work are required
  ☐ No more than 50% of required units are organized primarily for undergraduate students
  ☐ Maximum of 6 semester units are allowed for thesis or project
  ☐ Title 5 requirements for master’s degree culminating experience are clearly explained.
  ☐ For graduate programs, at least five-full time faculty with terminal degrees in appropriate disciplines are on staff.
For self-support programs:

- Specification of how all required EO 1099 criteria are met
- The proposed program does not replace existing state-support courses or programs
- Explanation of why state funds are either inappropriate or unavailable
- A cost-recovery program budget is included *
- Student per-unit cost is specified
- Total cost for student to complete the program is specified

* Cost Recovery Budget Elements

- Revenue and Enrollment Projections
- Direct Expenses
  - Instructional and Operational Costs
- Indirect Expenses
  - Campus partners
  - Campus reimbursement general fund
  - Extended Education overhead
  - Chancellor’s Office overhead
- Reinvestment funds for program development
Proposals for Implementation of New Degree Major Programs

CSU Degree Program Proposal Template
Revised November 2013

Please Note:

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

1. Program Type (Please specify any from the list below that apply—delete the others)
   a. State-Support
   b. Self-Support
   c. Delivery Type: Fully face to face, full 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)

2. Program Identification
   a. Campus
   b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major 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 2014).
   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 primary 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 this CSU proposal format.
   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 program 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.
Proposals for Implementation of New Degree Major Programs

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.

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.

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.

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

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

m. For undergraduate 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).

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 other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.
   b. Describe differences between the proposed program and programs listed in Section 5a above.
   c. List 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 insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure 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. (Coded 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 earlier in this document).
BFA Degree Programs
(Additional information needed as outlined in AR&RP 73-37)

1. The specific criteria and procedures that will be used to identify talented students to be admitted to and continued in the program.

2. The means that will be used to keep the number of majors in the performance-oriented programs within the limits of approximately 20% and 40% respectively of all students seeking regular bachelor’s and master’s degrees in the subject area. (This is a long-standing element of the Trustees’ performing arts policy that’s been formally suspended for at least one pilot program; if the campus intends not to adhere to this policy element, it would probably be useful for the response to provide a rationale for the campus’s alternative, with particular attention to other means of ensuring quality.)

3. The professional experiences/attainments of all faculty who will teach in the program.

4. A list of significant arts activities the department engaged in for the past five years.

5. Plans for exposing students to professionalism in the respective area of study.

6. Plans for securing supplementary support for the program, beyond what the State normally provides, from governmental/private foundations and community sources.

7. A copy of the latest NASD visiting team’s report, with an indication of what the department has done to respond to any suggestions for improvement.
Degree Proposals Subject to CPEC Review

Graduate Programs Only: CSU independent Ed.D. programs and CSU joint doctoral programs in all disciplines are subject to formal CPEC review and comment.

Master’s Programs: CSU state-support master’s program proposals in the following discipline areas are subject to formal CPEC review and comment:

- Agriculture
- Architecture
- Biological sciences
- Business/Management
- Education
- Engineering
- Health professions
- Information science/Informatics
- Interdisciplinary
- Mathematics
- Physical science
- Professional studies
- Psychology

CPEC does not review master’s programs in the humanities, such as literature, art history, and music, and nearly all programs in the social sciences, such as sociology and political science.

CPEC review may take 60 days or more, depending on any required following questions and submission of additional material.

Please direct questions to Dr. Christine Mallon at (562) 951-4672 or app@calstate.edu
CSU Degree Program Proposals and CPEC Review Criteria

As CSU campuses prepare program proposals and revisions, the following elements should be well developed and supported by appropriate specific data. This list provides CSU clarification of historically applied CPEC proposal-review criteria. The original CPEC guidelines are available at: http://www.cpec.ca.gov/completereports/2006ereports/06-12.pdf. CPEC has asked that campuses clearly label where in the proposal the following CPEC review criteria are presented:

- **Student Demand**
  This can be demonstrated with surveys of student intention to enroll in the program. Include current and projected enrollments of related existing programs at the proposing campus or feeder institutions.

- **Societal Needs**
  The proposal should establish that there will be sufficient employment opportunities for graduates of the proposed program. Workforce demand projections can be helpful in establishing the balance between graduates and employment opportunities. Letters from regional employers are helpful, as well. Workforce data are available at: http://www.calstate.edu/app/workforce_data.shtml

- **Appropriateness to Institutional and Segmental Mission**
  Describe how the proposed degree program fits with the campus, school/college, and departmental missions.

- **Number of Existing and Proposed Programs in the Field**
  Demonstrate how the proposed program differs from or is similar to existing programs in the state.

- **Total Costs for the Program**
  Are there sufficient funds available to support the resources that are required in order to initiate and maintain the program, including: the number of new faculty required; equipment; library resources; and classroom, office, and laboratory facilities. Identify the source of the funds required to support the program, both initially and in the long run.

- **Maintenance and Improvement of Quality**
  Submit formal assessment plans that address program goals and student learning outcomes. Goals should be measurable; plans should be manageable, and data should be meaningful. Goals should be related to institutional and program mission, and to the curriculum. See the CSU assessment site for further information: http://www.calstate.edu/acadaff/sloa/index.shtml

- **Advancement of Knowledge**
  Describe how the program will contribute to the growth and development of intellectual and creative scholarship.
Adding Self-Support Counterpart of a Previously Approved State-Support Degree Program

See EO 1099 at http://www.calstate.edu/EO/E0-1099.html

Proposal Requirements

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;
- 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.

Please see notes on accreditation and service areas, pages 2 and 3.

CSU Campuses
Bakersfield Fresno Monterey Bay San Francisco
Channel Islands Fullerton Northridge San José
Chico Humboldt Pomona San Luis Obispo
Dominguez Hills Long Beach Sacramento San Marcos
East Bay Los Angeles San Bernardino Sonoma
Maritime Academy San Diego Stanislaus
Summary of Proposed Program Requirements and Limitations

1. Campuses are allowed to offer a self-support counterpart of a state-support degree program if all requirements in EO 1099 (and all relevant policies) are met and if CO approval is obtained. EO 1099 Article 11.1.2.3 (http://www.calstate.edu/EO/EO-1099.html):

2. Chancellor’s Office approval is required prior to offering degree, certificate, and allowed credential programs within a service area traditionally served by another CSU campus. Proposals shall include evidence of both campus presidents’ consent to the proposed location of operation. Entirely online instruction is not subject to service-area restrictions. EO 1099 Article 11.1.2.5.1 (May 2010) (http://www.calstate.edu/EO/EO-1099.html)

3. CSU campuses shall not offer joint degree programs with foreign or out-of-state institutions. If a campus plans to offer a degree or credential program out of state or in a foreign country, EO 795 must be complied with, and a proposal must be approved by the Chancellor’s Office. http://www.calstate.edu/EO/EO-795.pdf

4. CO approval is required prior to implementation, and any WASC substantive change proposals will also require a Chancellor’s letter of approval before the Commission can approve.

5. The CSU mission, and access and affordability remain important for self-support CSU degree programs, and should be reflected in program pricing.

6. All recruitment and application materials for proposed programs must feature a qualification that makes clear that admission and enrollment are subject to Chancellor’s Office program approval and accreditation approval, if applicable.

7. Self-supporting special sessions shall not supplant regular course offerings available on a non-self-supporting basis during the regular academic year. (Education Code section 89708) EO 1099 Article 6.1.1 (http://www.calstate.edu/EO/EO-1099.html)

Service areas
Chancellor’s Office approval is required prior to offering degree, certificate, and allowed credential programs within a service area traditionally served by another CSU campus. Proposals shall include evidence of both campus presidents’ consent to the proposal location of operation. Entirely online instruction is not subject to service-area restrictions. EO 1099 Article 11.1.2.5.1
Accreditation: New Self-Support Programs and Related Substantive Changes

Self-Support programs are subject to the same approval processes that state-support proposals must undergo (Executive Order 1099 Article 3.1). As such, WASC accreditation proposals that address new or changed self-support degree programs require documentation of all applicable university approvals—including a Chancellor’s Office authorization letter.

The associated WASC process will need a Chancellor’s program authorization letter to complete the WASC review process. Campuses need not complete a separate CSU proposal but may submit the WASC Substantive Change proposal to the Chancellor’s Office. WASC policies can be found at: http://www.wascsenior.org/announcements/revised-substantive-change-manual

The California Board of Registered Nursing (BRN) also requires a Chancellor’s Office approval letter. The proposal submitted to the BRN may serve as the campus proposal to the Chancellor’s Office.

Please direct notifications and questions to Dr. Christine Mallon, Assistant Vice Chancellor, Academic Programs and Faculty Development at (562) 951-4672 or app@calstate.edu

Questions about self-supporting courses and programs may be directed to Dr. Sheila Thomas, State University Dean, Extended Education at (562) 951-4795 or sthomas@calstate.edu.
MEMORANDUM

TO: CSU Presidents

FROM: Timothy P. White
Chancellor

SUBJECT: Extended Education: Self-Supporting Instructional Courses and Programs - Executive Order 1099

Attached is a copy of Executive Order 1099 relating to self-supporting courses and programs. This policy addresses the procedures to be followed by each campus of the California State University in offering extended education self-support courses and programs, including those offered during summer sessions and winter intersession.

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

If you have questions regarding this executive order, please call Dr. Sheila Thomas, State University Dean, Extended Education at sthomas@calstate.edu and (562) 951-4795; or Dr. Christine Mallon, Assistant Vice Chancellor, Academic Programs and Faculty Development at cmallon@calstate.edu and (562) 951-4672.

TPW/clm

Attachment

c: CSU Office of the Chancellor Leadership
Provosts and Vice Presidents of Academic Affairs
Vice Presidents of Finance
Commission on the Extended University
Deans of Extended Education
Executive Order 1099

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4795

Executive Order: 1099
Effective Date: June 9, 2014
Supersedes: Executive Orders 255, 794, 804, and 1047
Title: Extended Education: Self-Supporting Instructional Courses and Programs

This executive order is effective immediately and is issued pursuant to section II of the Standing Orders of the Board of Trustees; sections 40100, 40100.1, 40102, 40103, 40200, 40201, 40202, 40300, 40402, 40403, 40400, and 40407 of Title 5 of the California Code of Regulations; sections 89704, 89705, 89708, and 89721 of the California Education Code; and Trustee Resolution REP 07-84-04. This policy addresses the procedures to be followed by each campus of the California State University in offering self-support courses and programs, including those offered during summer sessions and winter intersession. In all cases, such offerings shall be consistent with the California State University mission, policies, and applicable laws and regulations. Academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs.

Article 1. Purpose of California State University’s Extended Education Operations
Through extended education operations (also known as “special sessions” as defined in Education Code section 89708 or known as “continuing education” as it appears in Education Code section 89704), the California State University provides educational opportunities on a self-supporting basis to specialized audiences and local communities across the state and nation, and internationally. For the purposes of clarity and consistency, the term “extended education” will be used in this document.

Article 2. Definition of Terms

2.1 Certificate
A certificate declares that a student has satisfactorily completed the prescribed course of study in a certificate program. (Title 5 section 40400)

2.2 Certificate Programs
A certificate program provides a set of learning experiences concentrated in a specific set of educational goals. At the discretion of the campus, academic credit earned in certificate programs may be awarded at the graduate and undergraduate levels.
Certificate programs may grant Continuing Education Units (CEUs) or academic credit; or they may include non-credit offerings. (EO 806)

2.3 Continuing Education Unit (CEU)
Distinct from the semester or quarter unit defined in Title 5 section 40103, the CEU is a flexible unit of measurement for non-academic credit in extended education activities. One CEU is defined as ten hours of participation in an organized extended education experience under responsible sponsorship, capable direction and qualified instruction.

2.3.1 CEUs can be used to record an individual’s participation in non-credit courses, programs, and activities, which may include various forms of independent and informal study.

2.4 Contract Credit
Contract credit is that for which an administrative fee is charged but no instructional costs are paid through CSU extended education. Contract credit shall apply to special sessions credit and extension credit. For example, contract credit is awarded for contracted professional development, as for teacher training when the CSU does not provide the actual instruction but does administer the awarding of credit. Contracted activities may also include non-credit for a specific audience, such as employees of a company. No more than 24 semester units of contract credit may be applied toward the degree. (Title 5 section 40407)

2.5 Cost-Recovery Budget Model
A self-support cost-recovery budget ensures that costs incurred by the CSU Operating Fund for services, products, and facilities provided to extended education and to CSU auxiliary organizations are properly and consistently recovered with cash and/or a documented exchange of value. (EO 1000)

2.6 Extended Education
Extended education is a means whereby the instructional courses and programs of the CSU can be provided on a self-support basis at times and in locations not supported by the CSU Operating Fund. Examples of extended education include but are not limited to: interim sessions between college year terms; course and degree program offerings scheduled at military bases, employment locations, organizations, correctional facilities, and other distant locations; and instructional programs for a specific client group requiring special services or scheduling accommodations.

2.7 Extended Education Local Trust Fund
Formerly the Continuing Education Revenue Fund, the Extended Education Local Trust Fund (“EE Local Trust Fund”) is the fund into which revenues received by the Trustees of the California State University from extended education and other self-supporting instruction—excluding Cal State Online and auxiliary programs—shall be recorded.
2.8 Extension Credit
Extension credit is often associated with professional development activities and is awarded (with limitations) for self-support courses, conferences, workshops and seminars. Title 5 section 40407 establishes limits for the application of extension credit toward CSU degrees and residency requirements.

2.9 Matriculated Student
A matriculated student is a student who has, through normal procedures, been admitted formally at a CSU campus to pursue an authorized degree, credential or certificate (for academic credit) and who is enrolled in or is expected to enroll in courses. A student may be matriculated through state-support university enrollment or through self-support extended education enrollment, or both.

2.10 Non-Credit Contract Program
A non-credit contract program offers non-academic credit activity for a specific audience, such as employees of a company.

2.11 Open University
Open University (also called “open enrollment”) allows non-matriculated individuals paying self-support fees to enroll in state-supported course offerings on a space-available basis—after reasonable steps have been taken to provide full enrollment opportunity to eligible state-support matriculated students. (Title 5 section 40202; EO 805)

2.12 Out-of-State or Out-of-Country Programs
Out-of-state and out-of-country programs are campus-based, self-supporting instructional activities of the CSU that provide instruction outside California. These programs provide a means of utilizing the expertise of the CSU faculty in activities benefiting both students and campuses. Students benefit from instruction not readily available from nearby educational institutions. The campus, staff, faculty and students benefit from broadened understandings of other states’ and countries’ educational practices and cultures. Unless specifically excluded or clearly inapplicable, these programs are subject to policies and procedures governing self-supporting instructional programs and international programs. (Education Code section 89705; Trustee Resolution REP 07-84-04)

2.13 Self-Support Mode
Instruction offered through self-support mode does not receive state general fund appropriations and instead collects non-state student fees that are adequate to meet the cost of maintaining operation in the long run. Such fees shall be required pursuant to rules and regulations prescribed by the trustees, including but not limited to fee policies such as Executive Order 1054 and Education Code section 89708.

2.14 Service Areas
Service areas are locations in which CSU campuses have traditionally delivered academic service. This includes but is not restricted to courses and programs transmitted by learning technologies, self-support “off-campus centers,” and face-to-face instruction. While the assignments of campus service areas was repealed by resolution of the Board
of Trustees on January 30, 2002 (ROR 01-02-01), a campus president is to confer before delivering academic services in a community traditionally served by another CSU campus. (See article 11.1.2.5.1 in this executive order.)

2.15 **Special Sessions**
As defined in Education Code section 89708, Special Sessions are self-supporting instructional programs conducted by the California State University. For the sake of consistency in this executive order, “extended education” shall be the term used, primarily, for instruction that does not receive state appropriations.

2.16 **Special Sessions Credit (Academic Credit Earned in Extended Education)**
Students enrolled in extended education may earn academic credit (“special sessions credit”) applicable to degree, certificate and credential programs. Special sessions credit may be applied in fulfillment of graduation residence requirements, consistent with Title 5 section 40403.

2.17 **State-Support Mode**
State-support mode is the type of funding structure in which the university receives state appropriations for instruction offered.

2.18 **Supplant**
Self-supporting special sessions shall not supplant regular course offerings available on a non-self-supporting basis during the regular academic year. (Education Code section 89708)

2.19 **Supplement**
A self-support version of an existing state-support course or program may be offered to supplement established offerings, as long as it does not constitute supplanting. Self-support offerings may exist without a state-support counterpart.

**Article 3. Requirements**

3.1 **Accreditation**
All CSU extended education instruction, whether offered within California or offered out of the state or out of the country, shall be consistent with all applicable policies of the Senior Commission of the Western Association of Schools and Colleges (WASC) and other accrediting bodies under whose jurisdiction the instruction falls. Required regional accreditation approvals shall be secured prior to program implementation.

3.2 **Compliance with Campus and System Policies**
Extended education degree, credential, and certificate programs shall be operated in accordance with all appropriate campus and system policies and procedures.
3.3 **Educational Support Services**
Campuses offering extended education shall provide educational support services (e.g. admissions and records, advising, library, and financial aid, among others) appropriate to the nature and scope of the program, with costs to be reimbursed by extended education.

3.4 **Faculty Compensation**
Faculty teaching academic-credit-bearing extended education courses or programs shall be compensated according to appropriate approved CSU salary schedules that are consistent with the applicable collective bargaining agreement for the program and fiscal year in question.

### Article 4. Academic Standards

4.1 The campus president is responsible for the academic aspects of extended education instructional programs. (EO 1000)

4.2 Academic standards and requirements for state-support on-campus educational activities, courses and programs are the same for comparable extended education instruction, including extended education instruction conducted out-of-state and out-of-country. (EO 795)

### Article 5. Requisite Conditions for Extended Education Operations

5.1 **During Summer Sessions or Intersessions Between College Terms**

5.1.1 Extended education instruction may provide continuing student access during summer sessions and intersessions, when CSU Operating Funds are unavailable or inappropriate.

5.1.2 Students shall be charged the full cost of instruction and any applicable campus-based fees for extended education offered during summer or intersessions.

5.1.3 No student shall be charged the nonresident tuition fee in addition to extended education fees.

5.2 **During Regular College Terms**

For an entire degree, credential or certificate program, or for individual academic-credit-bearing courses to be offered in extended education: (1) CSU Operating Funds shall be either unavailable or inappropriate for supporting the offering(s), and (2) at least one of the following additional criteria shall be met:

a. The courses or program is designed primarily for career enrichment or retraining (Education Code section 89708);
b. The location of the courses or program offerings is removed from permanent, state-supported campus facilities;

c. The course or program is offered through a distinct technology, such as online delivery; or

d. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds.

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

Article 6. Limitations on Self-Support Courses, Programs, and Enrollments

6.1 Supplanting

6.1.1 Self-supporting special sessions shall not supplant regular course offerings available on a non-self-supporting basis during the regular academic year. (Education Code section 89708)

6.1.2 As a state institution, the CSU shall not require state-support matriculated students to enroll in self-support courses in order to fulfill the graduation requirements of a state-supported degree program.

6.2 Teacher Credential Programs
Basic credential programs (those for multiple subject, single subject, and education specialist) shall not be offered through self-support. However, the chancellor may grant exceptions based on the cost to students and the local demand for preparing new teachers. Proposed exceptions are to be addressed to the chancellor.

Article 7. Enrollment Limitations
Self-support students and state-support students shall not be enrolled in the same academic course, except:

a. As allowed through Open University; or

b. When non-CSU students enroll in these special sessions terms: summer, winter, or spring intersession; or

c. When self-support matriculated students also pay state-support Tuition Fee to enroll in state-support courses; or
d. When state-support matriculated students pay self-support fees to enroll voluntarily in self-support courses.

Article 8. Open University

8.1 A campus may designate each semester or quarter those state-supported regular course offerings for which non-matriculated students may enroll through Open University and earn special session credit, provided that enrollment in any such course for special session credit be permitted only after state-support matriculated students have had an opportunity to enroll in the state-supported regular course offering. (Title 5 section 40202)

8.2 Only state-supported matriculated students shall not be permitted to enroll through Open University.

Article 9. Required Residence Applicability

9.1 Special Sessions credit may be used to fulfill the residence graduation requirement. (See article 2.16 of this executive order.)

9.2 Extension credit (such as credit often associated with professional development activities) shall not be used to fulfill the residence graduation requirement. However, the chancellor may designate specified extension courses that may be offered for residence credit. (Title 5 section 40403(b)) (See article 2.8 of this executive order.)

Article 10. Applicability of Types of Credit

10.1 Credits Earned in Non-Matriculated Status

10.1.1 Special Sessions Credit Applied Toward Baccalaureate Degree Requirements
A maximum of 24 semester special session course credits taken by a non-matriculated student may be applied toward the baccalaureate degree. This maximum applies to special session course credit earned through self-support course offerings, as well as to state-support offerings in which credits are earned through Open University. (Title 5 section 40407.1)

10.1.2 Extension Credit
An academic department may allow up to a maximum of 24 semester units of extension credit to be applied toward degree requirements. (Title 5 section 40407)

10.1.3 Continuing Education Credit
CEUs shall not be converted to units of academic credit (semester or quarter units).
10.1.4 Special Sessions Credit Applied Toward Master’s Degree Requirements
At the discretion of the academic department, up to 30 percent of the units that are applied toward satisfaction of graduation requirements may be earned while in non-matriculated status, whether taken through state-supported or extended education course offerings.

10.1.5 Exceptions
When the circumstances of an individual case make it appropriate, the appropriate campus authority, in consultation with the academic department, may authorize additional extended education courses (taken by non-matriculated students) to be applied toward fulfillment of degree requirements.

10.2 Credits Earned by Matriculated Students
There is no limit on the number of special session course units that may be earned by matriculated students and applied toward the extended education degree. (Title 5 section 40407.1)

10.3 Credit Allowance
A maximum of one semester unit may be allowed for each fifteen hours of instruction. (Title 5 section 40201)

10.4 Continuing Education Units

10.4.1 Implementation of Campus Policies Related to Continuing Education Units.
Each campus is authorized to develop and implement policies and procedures for non-credit extension program activities utilizing the Continuing Education Unit (CEU) as the standard unit of measurement of individual participation. Campuses choosing to utilize the CEU shall develop local policies and procedures consistent with national standards and systemwide requirements provided hereafter.

10.4.1.1 Campuses may choose to award a decimal fraction of a CEU when appropriate. However, when computing the number of CEUs to be awarded, only the number of complete instructional hours, or the equivalent, shall be considered. For example, a program involving 18.5 contact hours would award a maximum of 1.8 CEUs.

10.4.1.2 CEUs shall not be converted to units of academic credit (semester or quarter units).

10.4.2 Criteria for Individual Programs and Activities Awarding Continuing Education Units
Each campus shall develop its own criteria for awarding CEUs through non-credit-granting programs and for activities. At a minimum, these criteria shall include all of the following:
a. The activity is planned to meet the educational needs of a specific target population. The following shall have an opportunity for input into the planning process: the target audience, faculty (or other qualified experts approved by the appropriate campus authority), and campus personnel assigned responsibility for the administration of such activities;

b. The following program elements are determined during the planning stages and prior to program implementation approval: program purposes and objectives; student performance requirements; evaluation procedures suitable for measuring the effectiveness of program design and operation; and the number of CEUs to be awarded for satisfactory completion of performance requirements; and

c. The program or activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the campus best qualified to determine the quality of the program content and to approve the resource personnel required.

10.4.3 Administration Related to Continuing Education Units
Each campus shall develop local administrative policies and procedures that at minimum shall provide for all of the following:

a. Assignment of local administrative program responsibility to appropriate campus personnel;

b. Recordkeeping and reporting functions ensuring that a permanent record is maintained for all CEUs awarded and for all programs for which the awarding of CEUs is authorized. The form and content of these records shall be consistent with nationally recognized standards for the maintenance of CEU records for students and programs, and the records shall be maintained and retained in accordance with CSU systemwide records/information retention and disposition schedules implementation policy (See Executive Order 1031);

c. Program review-and-approval procedures consistent with procedures used for other campus-sponsored continuing education programs;

d. Instructional and personnel review-and-approval procedures that are consistent with procedures used for other campus-sponsored continuing education programs; and

e. Steps to preclude duplicate recordkeeping when such a program is jointly sponsored by another campus.
10.4.4 Fiscal Management Related to Continuing Education Units
Fiscal management related to activities for which CEUs are to be awarded shall be operated in accordance with the policies and procedures established in article 13 of this executive order.

Article 11. Implementation Procedures
Prior to implementation, all extended education instruction shall have been approved under procedures in place for state-supported instruction, and all academic policies governing self-support instruction shall be identical to or established under the same procedures as those governing state-supported instruction.

11.1 Required Approvals

11.1.1 Credential Programs and Certificate Programs

11.1.1.1 Basic teacher credential programs shall not be offered through extended education, except by the chancellor’s written authorization (see article 6.2 of this executive order).

11.1.1.2 Other credential or certificate programs may be offered through extended education subsequent to securing all regularly required campus approvals; however, no Chancellor’s Office approval is required.

11.1.2 Degree Programs

11.1.2.1 New Degree Programs
New degree programs may be offered through extended education subsequent to securing all regularly required campus and Chancellor’s Office approvals.

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

11.1.2.3 Implementing a Self-Support Version of an Existing State-Support Program
Before implementing a self-support version of a previously approved state-supported degree program (degree type and title), Chancellor’s Office approval is required. The proposal shall provide details sufficient to confirm that the existing state-support offering is not being supplanted, shall specify the program’s qualification(s) to operate as a self-support special session, and shall include: a rationale for the new support mode, a detailed cost-recovery budget, student
fees per unit and total student cost to complete the program, anticipated enrollment, a campus commitment to provide adequate faculty resources, and the anticipated impact on the existing state-support program.

11.1.2.4 Changing from Self-Support Mode to State-Support Mode
Chancellor’s Office approval is required in order to change a degree program’s support mode from self to state support. The campus shall propose the change to the Chancellor’s Office, specifying the degree program, offering a brief program description and rationale for making the change, and shall include: a detailed cost-recovery budget, student fees per unit and total student cost to complete the program, anticipated enrollment, a campus commitment to provide adequate faculty resources, and the anticipated impact on the existing state-support program.

11.1.2.5 Change of Geographic Location
Before implementing a previously approved degree program in a different geographic location, Chancellor’s Office approval is required if WASC substantive change approval is required or if the program would be offered in another CSU campus’ traditional service area. The proposal shall specify the program’s qualification to operate through extended education and shall include a rationale for the new location, a detailed cost-recovery budget, student fees per unit and total student cost to complete the program, anticipated enrollment, a campus commitment to provide adequate faculty resources, and the anticipated impact on the existing state-support program.

11.1.2.5.1 Service Areas
Chancellor’s Office approval is required prior to offering degree, certificate, and allowed credential programs within a service area traditionally served by another CSU campus. Proposals shall include evidence of both campus presidents’ consent to the proposed location of operation. Entirely online instruction is not subject to service-area restrictions.

11.1.2.5.2 Out of State and Out of Country Operations
Chancellor’s Office approval is required prior to offering degree programs out of the state or out of the country. Campuses shall comply with all existing requirements of WASC, as well as with CSU policies and procedures, including but not limited to Executive Orders 795, 1080, 1081, and 1082.
Article 12. Sponsorship and Ownership of Extended Education Programs, Courses, and Activities

12.1 Extended education instructional programs awarding academic credit or CEUs shall be owned and/or sponsored by a CSU campus and shall not be assigned or contracted to another party or organization, including campus auxiliary organizations.

12.2 Educational courses and programs offered through CSU auxiliary organizations may be only non-academic, credit-bearing instruction or non-CEU instruction. (EO 1059 section III (D.4))

12.3 Those extended education instructional programs that do not award academic credit or CEUs may be owned and/or sponsored by a CSU campus or CSU auxiliary organization, and shall be operated in accordance with the Education Code and Title 5 of the California Code of Regulations.

12.4 At the discretion of the campus president, extended education instructionally related programs and activities that do not award academic credit or CEUs and that are operated through CSU auxiliary organizations may use the California State University name and logo, along with identifying program ownership (i.e., extended education, foundation, etc.).

Article 13. Financial Management

13.1 Fiscal Responsibility
The campus president is responsible for the financial oversight of self-supporting instructional programs operated by the campus through extended education and for the financial aspects of non-credit bearing instructional programs offered by authorized CSU auxiliary organizations.

13.2 Financial Operation

13.2.1 Except for Cal State Online and auxiliary organizations generating revenue by offering non-credit instruction, revenues that the Trustees of the California State University receive from extended education instructional programs (which include credit and non-credit courses and programs offered in or out of the state or out of the country) shall be deposited to the credit of the State University Trust Fund and recorded to the extended education local trust fund (“EE local trust fund”). (Education Code sections 89721(i) and 89704(a))

13.2.1.1 All revenue generated by non-credit instruction operated through a CSU auxiliary organization shall be deposited in auxiliary accounts.

13.2.1.2 All Cal State Online revenue shall be deposited in the Cal State Online local trust fund.
13.2.2 The EE Local Trust Fund is subject to all the fiscal policies and procedures pertinent to the fund and is available solely “for the support and development of self-supporting instructional programs” as provided in Education Code section 89704.

13.2.3 EE Local Trust Fund balance may be carried forward from one year to the other to serve as working capital and to level out the fluctuations in operations.

13.2.4 The carry-forward EE Local Trust Fund balance for extended education operations shall not exceed six months of actual operating expenditures. Any campus wanting to exceed this limit shall have a business plan explaining why a carry-forward balance in excess of working capital is needed.

The campus president shall approve the required business plan, which is subject to review and written approval of the executive vice chancellor/Chief Financial Officer or designee. In the absence of an approved business plan, the president may declare that the funds are excess funds, and excess funds may be made available to other campus programs that participate in the systemwide revenue bond program.

13.2.5 All extended education revenues may be pledged to the acquisition, construction, and improvement of facilities for extension programs, special session, and other self-supporting instructional programs, and may also be pledged to supplement other revenue funded projects relating to debt obligations issued by the trustees. (Education Code section 89704(d); State University Revenue Bond Act of 1947)

13.2.6 Deficit carry-forward balances shall not be permitted (Presidents’ Executive Council Carry-Forward Fund Policy, adopted August 28, 2007).

13.3 Budget Process

13.3.1 Extended education shall reimburse the CSU Operating Fund for any direct and indirect costs (including instructional and administrative costs) incurred during the offering of a self-supporting program. (Executive Order 1000; ICSUAM 3552.01, 202.2)

13.3.2 Each campus extended education unit shall submit an annual plan for revenue generation in extended education programs. These projections shall be included in the trustees’ annual budget submission to the state and shall include all extended education revenues.

13.3.3 It is the primary responsibility of the campus to monitor enrollments, revenues, and expenditures during any given fiscal year to assure fiscal stability. Budget changes should be initiated as necessary to assure this fiscal stability.
13.4 Student Fees

13.4.1 Campus fees shall be established in compliance with CSU fee policy. (EO 1054)

13.4.2 Extended education fees shall be determined locally on the basis of estimated per-person delivery cost and shall be approved by the president or designee.

13.4.3 In determining the fee, the campus shall:
   a. Detail the costs to be supported by the fee (including at least the cost of salaries, materials, travel, and student services and accommodations, for example);
   b. Specify the student cost per unit;
   c. As applicable shall specify the total cost to complete degree requirements; and
   d. Shall specify the number of students expected to enroll in the program annually.

13.4.4 A record of these details associated with fees assessed for self-support programs and courses shall be maintained in auditable condition, in accordance with CSU systemwide records/information retention and disposition schedules implementation policy. (Executive Order 1031)

Article 14. Records Maintenance and Retention
Records shall be maintained and retained in accordance with systemwide records and information policy for retention and disposition schedules. (Executive Order 1031)

Article 15. Reporting Requirements
Upon Chancellor’s Office request, campuses shall report on extended education activities.

Timothy P. White, Chancellor

Dated: June 9, 2014
November 12, 2001

MEMORANDUM

To: CSU Presidents

From: Charles B. Reed
Chancellor

Subject: Executive Order No. 795
Procedures Governing Self-Supporting Programs Outside the State of California, Conducted Through the Continuing Education Revenue Fund or Local Trust Accounts

Attached is a copy of Executive Order No. 795, which defines out-of-state and out-of-country self-supporting instructional programs, specifies the procedures for depositing funds (in the Continuing Education Revenue Fund), and establishes that policies governing self-supporting instructional programs shall also apply to out-of-state and out-of-country programs. This executive order supersedes Executive Order No. 448.

In accordance with the policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

Please address any questions you may have regarding this executive order to the State University Dean, Extended Education (562) 951-4795 or the Executive Vice Chancellor and Chief Financial Officer, Business Affairs (562) 951-4600.

CBR:clm

Attachment

c: Executive Staff, Office of the Chancellor
Extended Education Deans
THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4700

Executive Order No. 795

Executive Order: 795

Title: Procedures Governing Self-Supporting Programs Outside the State of California, Conducted Through the Continuing Education Revenue Fund or Local Trust Accounts

Effective Date: November 12, 2001

Supersedes: Executive Order No. 448

1.0 Definitions and Introduction

Out-of-state and out-of-country programs are campus-based, self-supporting instructional activities of the California State University that provide instruction outside California, either site-bound or transmitted electronically. Those programs shall be conducted through the Continuing Education Revenue Fund (Education Code 89705) or through Continuing Education funds, which are deposited in local trust accounts (Education Code Section 89721). The procedures herein do not apply to self-support foreign travel-study programs nor to those sponsored by auxiliary organizations.

The programs authorized by this executive order and related Board of Trustees policy provide a means of utilizing the expertise of the CSU faculty in activities benefiting both students and campuses. Students benefit from instruction not readily available from nearby educational institutions. The sponsoring campus benefits from the faculty’s broadened understanding of the educational practices and cultures of other states and countries.

This executive order supplements existing policies and procedures governing self-supporting instructional programs. Unless specifically excluded or clearly inapplicable, those existing policies and procedures shall also apply to out-of-state and out-of-country programs.

Particular attention should be given to the following executive orders:

- E.O. 181—Provisions for Extension & Summer Session Independent Study Programs Involving Foreign Travel
- E.O. 255—Provisions Governing Implementation of the Continuing Education Unit Within the California State University and Colleges
2.0 Authority

This executive order is issued in accordance with Board of Trustees resolution REP 07-84-04, adopted by the Board on July 11, 1984.

2.1 Responsibility

The campus president is responsible for all out-of-state and out-of-country programs sponsored by the campus and shall ensure that these programs are established and managed in accordance with the laws of the State of California; the laws of the state, territory, or nation in which the program is being offered; the policies of the Board of Trustees, and all pertinent directives issued by the chancellor.

2.2 Academic Standards

2.2.1 The academic standards and requirements are the same as for comparable on-campus activities.

2.2.2 Programs shall be developed and administered in accordance with applicable standards, policies, and procedures of the Senior Commission of the Western Association of Schools and Colleges (WASC).

2.3 Fiscal Support

Programs shall be self-supporting and shall be administered in accordance with the fiscal policies and procedures governing the Continuing Education Revenue Fund (EC 89704) or trust funds (EC 89721).

2.4 Programs to Be Offered in Other States and Territories

Programs offered in other states and territories shall be designed to expand the educational opportunities of the region being served, rather than to compete with local educational institutions. Mutual understanding shall be reached with the local public institutions of higher education to ensure that California State University programs will neither duplicate nor compete with the instructional activities of these institutions. Where there are circumstances that make a mutual understanding impossible, the campus president shall consult with the chancellor prior to deciding whether to offer the program. Program planners shall notify the appropriate regional accrediting agencies of their intentions. Any such program must be in compliance with laws and regulations of the state or territory concerned.
2.5 Programs to Be Offered in Other Nations

In addition to the provisions of Article 2.4, whenever an institution is considering the development of a program for delivery in a foreign country, the institution shall take the following additional steps early in the planning process:

A. Contact the United States Department of State to advise appropriate personnel of campus intentions and to seek advice.

B. Contact the United States Embassy (and/or Consulate) in the nation concerned to inform appropriate personnel of campus intentions and to seek advice and comments concerning such matters as living conditions, security, etc. Once contact has been established, it should be maintained as need dictates during the life of the program.

C. Contact the embassy of the nation concerned to inform appropriate personnel of campus plans and to seek advice.

D. Special attention should be given to the foregoing when there is any reason for concern that the health or safety of California State University personnel might be an issue.

3.0 Program Evaluation

In order to assure compliance with systemwide and campus policies and procedures, the president of any campus offering out-of-state or out-of-country instructional programs shall establish procedures for their evaluation, review, and approval with respect to academic, contractual, faculty, fiscal, legal, and logistical arrangements and commitments. These procedures and subsequent modifications shall be filed with the State University Dean of Extended Education in the Office of the Chancellor at least 60 days prior to the initiation of the first program to be offered under the provisions of this executive order. Once procedures are on file, the president shall routinely advise the Division of Extended Education in the Office of the Chancellor of intention to initiate a program.

3.1 Administration

Any contract related to out-of-state or out-of-country instructional programs to which the campus is party must conform to the following as well as all other pertinent policies and procedures:

A. The contract must be made in conformance with applicable laws and procedures and Board of Trustees policy and chancellor directives.

B. The contract must be specific concerning the matters for which the institution is and is not responsible.

C. The contract must be reviewed and approved as to proper legal form by the Office of General Counsel in the Chancellor’s Office.
3.2 Out-of-State or Out-of-Country Program Director

Each out-of-state or out-of-country program shall have a director assigned by means of a letter of appointment issued by the campus president or president’s designee. This letter must specify the extent of the director’s responsibility as a campus employee.

Charles B. Reed  
Chancellor

Date: November 12, 2001
Review Process for Proposals for CSU and UC JOINT DEGREE PROGRAMS

Doctoral Program Proposal Resources

- CSU Ed.D. Programs
  http://www.calstate.edu/app/EdD/
- UC-CSU Joint Doctoral Programs
- Joint Doctorates with Independent Institutions

Proposals for new doctoral degree programs to be offered jointly by CSU and UC* should follow the guidelines in the Handbook for the Creation of CSU/UC Joint Doctoral Programs approved by the CSU/UC Joint Graduate Board on June 21, 2001 (http://www.ucop.edu/institutional-research-academic-planning/_files/jointdochandbook.pdf)

*Professional Doctorate Degrees* There are separate CCGA guidelines for the professional doctorate, i.e., applied doctorate. This degree is designed to prepare individuals for professional practice rather than scholarly research and study. Examples of applied doctorates include: Doctorate of Education (Ed.D.), Doctorate of Physical Therapy (D.P.T.), Doctorate in Optometry (O.D.), and the Doctorate of Audiology (Au.D.). Please refer to Appendix I in the CCGA Handbook.

Permission to Negotiate

The CSU campus and UC campus request their respective system offices for “permission to negotiate.” An expression of interest in and the rationale for a joint doctoral program is submitted by the CSU campus to the Academic Program Planning office at the CSU Office of the Chancellor, and by the UC campus to the Academic Affairs Division at the UC Office of the President. The initial expression of interest contains an indication of program need and supporting evidence of the requesting department’s ability to offer the appropriate instruction. Approved requests to negotiate allow the campuses to develop a joint doctoral program proposal.

Planning

Before the joint doctoral proposal may be submitted to the CSU and UC system offices, the proposals require approvals from the:

1. relevant disciplinary Deans at the CSU and UC campuses
2. Graduate Council at the UC campus
3. divisional Academic Senate at the UC campus
4. CSU campus academic senate, curriculum committees, and all other requirements that apply at that CSU campus.
5. President at the CSU campus and the Chancellor at the UC campus

Systemwide Review

The final proposal is sent to the Provost and Executive Vice President—Academic & Health Affairs, UC Office of the President, and to the Executive Vice Chancellor and Chief Academic Office, CSU Office of the Chancellor (c/o Academic Program Planning). The Provost requests systemwide review by the (UC) Coordinating Committee on Graduate Affairs (CCGA). CCGA conducts a preliminary review to determine whether or not to proceed with a full review of the proposal, or whether the Committee wishes to obtain additional information. The CSU Office of Academic Program Planning (APP) and CCGA consult regarding preliminary findings of the program reviews. If CCGA or the CSU Office of the Chancellor requires more information, the proposal is sent back to the campuses for revision. If CCGA agrees to move forward with a full review and the CSU Office of the Chancellor concurs, the UC Office of the President sends the proposal to the California Postsecondary Education Commission for concurrence (CPEC). CPEC will complete its review within 60 days of receipt of the document.
Proposals for Implementation of New Degree Major Programs

Western Association of Schools and Colleges (WASC)
CSU partners (except San Diego State University) need to request approval for a new program at the doctoral level from the regional accrediting agency, the Western Association of Schools and Colleges (WASC). The CSU request is an application to the Substantive Change Committee of WASC. The WASC Commission acts on substantive change proposals at its February and June meetings.

Joint Graduate Board
Joint Graduate Board, which has final authority on the inter-system doctoral review process, requires a minimum of six votes of the CSU members and six of the UC members. The Board’s action is communicated to the CSU and UC chief academic officers.

Proposals for new graduate degree programs require approvals from the:
1. Coordinating Committee on Graduate Affairs (CCGA)
2. CSU Chancellor’s Office Academic Program Planning (APP)
3. California Postsecondary Education Commission (CPEC)
4. Executive Vice Chancellor and Chief Academic Office, CSU Office of the Chancellor
5. Provost and Executive Vice President–Academic & Health Affairs, UC Office of the President
6. Western Association of Schools and Colleges (WASC) authorizing the CSU campus to offer a program at the doctoral level

References Handbook for the Creation of CSU/UC Joint Doctoral Programs
http://www.ucop.edu/institutional-research-academic-planning/_files/jointdochandbook.pdf
CCGA Handbook http://senate.universityofcalifornia.edu/committees/ccga/reports.html
GENERAL PROCEDURES FOR DEVELOPING JOINT DOCTORAL PROGRAMS
WITH INDEPENDENT INSTITUTIONS

These procedures are based on documents developed by the CSU and California Postsecondary Education Commission (CPEC) staff, including coded memorandum AP 69-68. They have been updated to reflect changes in system terminology and practice.

Obtaining formal approval for a doctoral program to be offered jointly by a CSU campus and an independent institution proceeds in four stages: (A) initiating discussions; (B) requesting and obtaining permission to negotiate; (C) developing the implementation proposal; (D) obtaining CPEC and WASC approvals.

1 “Independent institutions” are defined in California law as “nonpublic higher education institutions that grant undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in this state and are accredited by an agency recognized by the United States Department of Education.” It is expected that the partnering institution will be accredited by the Western Association of Schools and Colleges.

A. Initial Discussions

1. Interest in developing a joint doctoral program is ascertained, typically at the department/faculty level. An ad hoc joint planning committee, with members from both the CSU campus and the independent institution, is usually formed.

2. The cooperating academic units at both institutions follow their customary procedures for proceeding to formal negotiations.

3. The graduate dean or assistant/associate vice president for academic programs at the CSU campus communicates informally with the Office of Academic Program Planning in the Office of the Chancellor.

B. Permission to Negotiate

4. The CSU campus president addresses a request for “permission to negotiate a joint doctoral program” to the Chancellor, with a copy to Academic Program Planning. (See Page 115 for a description of the contents of this document)

5. Academic Program Planning may communicate with the CSU campus about the desirability and appropriateness of the proposed program and the evidence of need and feasibility. Revisions of the documentation may be requested.

6. When review of the request is satisfactorily completed, the Chancellor sends a letter granting permission to negotiate to the CSU campus and sends a copy of the letter to the chief executive officer of the partner institution.

7. The chief executive officer of the partnering institution sends a letter to the executive director of CPEC, stating that formal negotiations to establish a joint doctoral program have begun.

8. In the next scheduled update of the CSU campus’s Academic Plan, the CSU Board of Trustees approves the projection of the proposed joint doctoral program.
Proposals for Implementation of New Degree Major Programs

C. Development of the Program Implementation Proposal

9. The ad hoc joint committee drafts a formal program implementation proposal. *(See Pages 116-120 for a description of the contents of this document.)*

10. The proposal is submitted through local university administrative channels to the CSU Chancellor and to the chief executive officer of the independent institution.

11. The CSU campus sends four copies of the proposal to the Office of Academic Program Planning, which reviews the proposal with the assistance of external reviewers with expertise in the discipline.

12. Academic Program Planning may request revision of the proposal. Copies of the revised proposal are prepared and sent to Academic Program Planning.

D. CPEC and WASC Approval

13. Academic Program Planning submits the program implementation proposal to CPEC staff.

14. CPEC staff, in consultation with Academic Program Planning and the Association of Independent California Colleges and Universities, convenes an ad hoc CPEC joint graduate board to review and provide advice on the proposal. Representatives of the proposing institutions may be invited to meet with the ad hoc CPEC joint graduate board. The proposing institutions may be asked to provide additional information or clarification before final action is taken on behalf of CPEC.

15. CPEC staff notifies the CSU and the independent institution of action taken on the proposal.

16. Following CPEC approval, the Chancellor sends a letter granting full approval to award the degree to the CSU campus and sends a copy of the letter to the chief executive officer of the partner institution.

17. The participating institutions ensure that all necessary WASC approvals are obtained. *(See the WASC Substantive Change Manual 2001 (http://senate.universityofcalifornia.edu-committees/ccga/reports.html), especially Section III.C.5.)*
CONTENT: REQUEST FOR PERMISSION TO NEGOTIATE

Expression of interest in the joint doctoral program

Rationale for the program

- Indications of need for the program
- Supporting evidence of the requesting academic units’ ability to offer doctoral instruction
  - Faculty: degrees, honors, grants, professional and other relevant experience, publications and other matters pertinent to judging qualifications to guide advanced graduate work. Curriculum vitae for faculty members from both participating institutions are usually submitted.
  - Academic units: experience with graduate study, degrees offered, number of degrees awarded, year in which each graduate degree program was authorized.
  - Instructional and research facilities: description of facilities available to accommodate joint doctoral candidates.

CONTENT: PROGRAM IMPLEMENTATION PROPOSAL

Implementation proposals for joint doctoral programs with independent institutions must include the following elements:

Basic Information

1. The names of the institutions that will be awarding the degree
2. The full and exact designation of the degree to be awarded (e.g., Ph.D. in Chemistry)
3. The names of the departments, divisions, or other units of the campuses that will have primary responsibility for administering the program
4. The names and titles of the individuals primarily responsible for drafting the proposal

Timelines

1. The anticipated date that the program will be implemented
2. A timetable for the development of the program, including enrollment projections for the first five years

Program Rationale, Aims and Objectives

1. The rationale for proposing a joint program
2. The aims and objectives of the program
Proposals for Implementation of New Degree Major Programs

Justification for the Program

1. A description of how the proposed program is related to existing programs on the participating campuses, especially to closely related master's and doctoral programs
2. A list of similar doctoral programs offered or projected by California institutions (state clearly how the proposed program differs from the existing programs listed)
3. A summary of the evidence of student demand for the proposed program
4. A summary of the employment prospects for graduates of the proposed program and the professional uses of the proposed program
5. A summary of the importance of the program to the discipline and to meeting the needs of society

Information About Participating Institutions and Departments

1. A description of the relationship of doctoral degree programs to the missions of the participating institutions
2. The number, variety, and longevity of the doctoral programs currently being offered and the degree completion rates for previous or current joint doctoral programs
3. A brief review of the historical development of the field and departmental strength in the field, including the experience of the participating academic units with graduate education (degrees offered, number of degrees awarded, and year in which each graduate degree program was authorized)
4. A description of how the proposed program is expected to draw support from existing programs, departments, and faculty

Information About Participating Faculty Members

1. A description of the relationship of the program to the research and professional interests of the faculty
2. A description of how the faculty expertise and resources at one participating institution complement the faculty expertise and resources at the other participating institution and create synergies
3. The criteria for choosing faculty members for participation in the program
4. Copies of faculty vitae, including rank, appointment status, highest degree earned, date and field of highest degree, professional experience, publications, and other information demonstrating faculty commitment to research and ability to chair dissertation committees
Proposals for Implementation of New Degree Major Programs

Information About Resources

1. A brief review of existing financial, physical and information resources supporting the program, including research support within the institution, library support appropriate for doctoral degree work, physical facilities, and stability and sufficiency of financial resources
2. A description of the ability of the institutions to provide graduate student support, including teaching or research assistantships, fellowship eligibility, and financial aid
3. A summary of resource requirements for each participating institution by year for the first five years, including:
   a. FTE faculty
   b. library acquisitions
   c. computing costs
   d. equipment
   e. space and other capital facilities (including rented facilities, where applicable)
   f. other operating costs
4. A description of the intended method of funding the additional costs (including fee structures, internal reallocation, and external resources) and effects of the method of funding on existing programs

Detailed Statement of Requirements for the Degree

The statement should include all of the following elements that are applicable:

1. Undergraduate—and, if appropriate, postbaccalaureate and master’s level—preparation for admission; other admissions requirements; and provisions, if any, for conditional admission of selected applicants who do not meet all the requirements for admission
2. Criteria for continuation in the program
3. Unit requirements
4. Specific fields of emphasis
5. Required and recommended courses, including catalog descriptions of present and proposed courses
6. Foreign language requirements, if any
7. Other activities required of students (e.g., laboratory rotations, internships)
8. Field examinations, written and/or oral
9. Qualifying examinations, written and/or oral
10. Dissertation
11. Final examination
12. Other demonstration of student competence, if any
13. Special preparation for careers in teaching
14. Sample program
15. Normative time from matriculation to degree, normative time for pre-candidacy and candidacy periods, and incentives to support expeditious time-to-degree
16. Special arrangements for delivery of instruction, where applicable
Proposals for Implementation of New Degree Major Programs

Provisions for Joint Decision-Making and Administration of the Program

1. Administrative support at each participating campus and mechanisms for coordination
2. Assistance for faculty, staff and students in meeting the unique demands of the proposed joint program (e.g., travel among participating institutions, distance learning expenses, relocation expenses)
3. Rules for determining registration and fee payment obligations, especially when students are receiving instructional services simultaneously from more than one participating institution
4. Comprehensive support services for students (e.g., housing, health care, child care, access to information resources) at multiple institutions
5. Mechanisms to ensure the involvement of each participating institution in admission decisions, curricular coordination and modification, advisory committees, and dissertation committees
6. Any other relevant features of the relationship between the partnering institutions in the development and implementation of the proposed joint degree program

Assessment and Accreditation

1. A description of the review process that will be used to evaluate the proposed program, including an assessment plan
2. A description of the provision for meeting accreditation requirements, where applicable
Proposals for Implementation of New Degree Major Programs

California State University Ed.D. in Educational Leadership
Degree Implementation Proposal Template

Campuses are asked to submit to Academic Program Planning (APP) proposals following this template, which is also available at http://www.calstate.edu/app/Ed.D./. Please submit six hard copies via US mail (CSU Academic Program Planning 401 Golden Shore Long Beach, CA 90802-4210) and one Word version via email to APP@calstate.edu. This form is to be used only for programs that are to be offered solely by a CSU campus or CSU campuses jointly. Further Ed.D. program planning resources are available at http://www.calstate.edu/app/Ed.D./. Questions may be directed to: Christine Mallon, Dean, Academic Program Planning, at (562) 951-4672 or APP@calstate.edu.

This format was designed to streamline WASC and CSU proposal review processes as much as possible, with the intention to facilitate preparation and electronic submission of the WASC Substantive Change Proposal.

Important:
• Please retain the CEPC criteria designations, which appear in bold in the proposal headlines.
• Elements in common with the WASC Substantive Change Proposal are featured in italics.

I. Overview
A. Name of degree program proposed—“Ed.D. in Educational Leadership”
B. Initial date of offering
C. Projected number of students and type of student the program is designed to serve (adult learners; full-time or part-time employed students)
D. Timeframe for course delivery (e.g. accelerated program, weekends only, traditional format)
E. Length of the program for the typical student to complete all degree requirements
F. The names of the departments, divisions, or other units of the campus(es) that will have primary responsibility for administering the program
G. The names and titles of the individuals primarily responsible for drafting the proposal
Proposals for Implementation of New Degree Major Programs

II. Program Rationale
   A. The rationale for proposing the program, including:
   B. Description of how the program philosophy, design, and pedagogical methods suit the target student population
   C. Justification for introducing the program at this time

III. Summary of Employment Prospects and Workforce Demand
   A. Fit with the campus’ mission and strategic goals (CPEC—Appropriateness to Institutional and Segmental Mission)
   B. A list of similar doctoral programs offered or projected by California institutions (state clearly how the proposed program differs from the existing programs listed) (CPEC—Number of Existing and Proposed Programs in the Field)
   C. A summary of the employment prospects for graduates of the proposed program and the professional uses of the proposed program (CPEC—Societal Needs)
   D. Regional need for program, as identified by partners. What local needs do partners intend to address through the help of program graduates? (CPEC—Societal Needs) and (CPEC—Advancement of Knowledge)
   [Note: Proposals will need to indicate the ways in which the curriculum has been designed in response to California Education Code California Education Code Section 66040.3, which authorized the CSU to offer the Doctor of Education degree as specified in that law.]

IV. Student Demand
   The case for student demand can be made stronger by summarizing the enrollments in related community college certificate programs, and related master’s programs on the campus or in the service area.
   
   Enrollment Projections
   A. Enrollment projections for the first five years
   B. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels beyond the first cohort—summary only, not the full study. (CPEC—Student Demand)
   C. Explain how the program will provide for the continuing participation of students who do not complete their degree requirements within three years.
V. Program Context and History

A. A description of how the proposed program relates to existing programs on the participating campuses, especially to closely related master’s and doctoral programs.

B. The number, variety, and longevity of the doctoral programs currently being offered, including student enrollment data and degree completion and non-completion rates for previous or current joint doctoral program—three to five years of data should be provided

C. If the campus is a partner in an existing joint Ed.D. program:
   Indicate whether the joint doctoral program(s) will continue;
   1. Submit a copy of the proposal to discontinue the joint Ed.D. program, including provisions for teaching out the program. Follow the instructions provided in Coded Memo AA-2006-42, available at http://www.calstate.edu/AcadAff/codedmemos/AA-2006-42.pdf
   3. Submit a copy of the Chancellor’s permission to discontinue the joint Ed.D. program.

VI. Partnership with Public Elementary and Secondary Schools and/or Community Colleges (CPEC—Societal Needs)

A. A list of public school districts, schools and/or community colleges that are partnering with the campus(es) in the development and operation of the proposed program

B. Consistent with California Education Code Sections 66040-66040.7, the role of school district, school, and/or college partners in program design, candidate recruitment and admissions, teaching, and program assessment and evaluation

C. Other involvement of school districts, schools and/or colleges in the program

D. Listing of the P-14 personnel participating in partnership meetings.

VII. Information About Participating Department(s) or other CSU Campuses (if applicable)

A. A description of how the proposed program is expected to draw support from existing programs, departments, and faculty

B. Provisions for partnership among participating departments

C. Letters committing to partnership

VIII. Governance Structure for the Program (consistent with systemwide requirements as detailed in California Education Code Sections 66040.3(b) and EO 991)

A. Membership and responsibilities of groups, boards, and committees

B. Participation, as appropriate, by program faculty; other faculty; administrators at the department, college, and university levels; regional public school and college educators; students in the program; and alumni of the program

C. Program bylaws or a statement affirming that bylaws are being developed

D. A description of how the governance structure complies with the provisions of California Education Code Sections 66040.3(b) and allows for substantial and meaningful participation by P-12 and community college partners.
IX. Faculty

A. A listing of program faculty and their research and professional interests related to the program (P-12, community college, adult learning, research methods, etc.)

B. The criteria for choosing core doctoral faculty, affiliated doctoral faculty, and other faculty members for participation in the program¹

C. Number and type of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness

D. Faculty background and experience to engage in doctoral-level instruction. Include copies of abbreviated faculty vitae (or summaries of 3-5 pages addressing an overview of the key credentials, publications; if applicable, for primary faculty responsible for the program, include prior experience supervising dissertation work).

E. Strong proposals will demonstrate with specific numbers that as the program admits new cohorts, there will be enough faculty headcount to undertake dissertation supervisions, examination committee responsibilities, and teaching assignments. Please include formal campus commitments to faculty expansion, based on careful planning.

F. If more than one campus is participating, provide a description of how the faculty expertise and resources at one participating campus complement the faculty expertise and resources at the other participating campus(es).

X. Resources (CPEC—Total Costs for the Program)

During the December 2006 meeting of the CSU Executive Council, fiscal issues related to the Ed.D. programs were addressed, and it is expected that proposals will reflect the system’s recommended guidelines for fiscal planning, which were presented in that meeting. A brief review of existing financial, physical and information resources supporting the program, including research support within the institution, library support appropriate for doctoral degree work, physical facilities, and stability and sufficiency of financial resources.

A. A summary of resource requirements for each participating institution by year for the first five years, including:
   1. FTE faculty
   2. library acquisitions
   3. computing costs
   4. equipment
   5. space and other capital facilities (including rented facilities, where applicable) other operating costs

B. A description of the intended method of funding the additional costs (including fee structures, internal reallocation, and external resources) and effects of the method of funding on existing programs Note: Section 66040.5(a) of the California Education Code states:
   Enrollment in these [Ed.D.] programs shall not alter the California State University’s ratio of graduate instruction to total enrollment, and shall not come at the expense of enrollment growth in university undergraduate programs.

C. The financial structuring of the programs should address the specific issue of the cost associated with students who lag in completing the dissertation.

D. Where the campus plans to expand faculty resources, provide documentation of the campus commitment to and specific budgetary resources for acquiring additional faculty with the appropriate credentials experience (including recent scholarship and publications and doctoral dissertation advising).

¹ The criteria must incorporate pertinent systemwide standards. The criteria applicable to a full-time faculty member whose primary affiliation is with the university may differ from the criteria applicable to a part-time faculty member whose primary affiliation is with a P-12 institution or a community college. The criteria may also vary with the type of participation in the program.
XI. Admission Requirements

A. Admission criteria, including: undergraduate, master’s-level, and, if appropriate, other postbaccalaureate preparation for admission; other admission requirements; and provisions, if any, for conditional admission of selected applicants who do not meet all the requirements for admission.

B. Identify the type of student targeted and qualifications required for the program.

C. Credit policies, including:
   1. The number of credits that students may transfer in to the program.
   2. The distribution of credits allowed or required at the master’s, doctoral, and combined doctoral and master’s levels.

D. Academic residence requirements

XII. Detailed Statement of Requirements for the Degree

The statement should include all of the following elements that are applicable to the proposed program:

A. Unit requirements
B. Criteria for continuation in the program
C. Criteria for satisfactory progress
D. Academic disqualification
E. Foreign language requirements, if any
F. Field experiences, if any
G. Internships and monitoring procedures—if internships are required
H. Field examinations, written and/or oral, if any
I. Written qualifying examinations
J. Dissertation proposal
K. Dissertation examination
L. Dissertation
M. Final examination oral defense of dissertation
N. Other demonstration of student competence, if any
O. Special requirements for graduation or distinctive elements of the program

2 All requirements must incorporate pertinent systemwide standards. Please see http://www.calstate.edu/APP/EdD/.
XIII. Curriculum

A. Listing of core courses, identifying those that are required
B. Listing of specialization courses, identifying those that are required
C. Listing of additional recommended courses
D. Total number of units required
E. Length of the program for the typical student to complete all degree requirements
F. Draft catalog description of the program
G. Draft catalog descriptions of existing and proposed courses
H. For each Ed.D. specialization, a matrix demonstrating how the core and specialization courses ensure coverage of core curricular elements. Please use the matrix template enclosed at the end of this packet.
I. Sample schedule of courses for a full cycle of the program.
J. Provisions for accommodating the enrollment of professionals who are working full time
K. Provisions, as appropriate, for students in the program to complete requirements for the Professional Clear Administrative Services Credential (Tier II)

XIV. Assessment and Accountability (CPEC—Maintenance and Improvement of Quality)

Programs will need to develop formal assessment plans and should not rely on regular 5-year program review cycles or NCATE accreditation to provide insight about how well students are learning or how well the program meets its objectives. While program goals and student-learning outcomes goals should both be assessed, it is recommended that a clear distinction be drawn between the two. Program goals should drive program assessment, and core concepts should drive the curriculum and its assessment. Both should be related, so that the curriculum carries out the program goals.

Dissertation goals should be included among student learning goals, with outcomes assessed using a dissertation-evaluation rubric. Embedded assessment, conducted in courses, can reveal how well students are achieving the stated learning outcomes, and are a valuable tool for improving curriculum and pedagogy. Indicate how regularly planned analysis of assessments will allow faculty to adjust the program, as appropriate, to support learning effectiveness.

Assessment Plan

A. Include School/College and Ed.D. Program Mission Statements
B. List of programs outcomes goals (most broad)
C. Student-learning outcomes (SLOs) for the proposed program (narrower, identifying what students know and can do)
D. Curricular map articulating the alignment between program learning outcomes and course learning outcomes
E. Criteria used to assess success of meeting program goals (Identification of the performance criteria used to assess the effectiveness of the program.)
F. Include a matrix that shows assessment criteria for student-learning outcomes. (Assessment matrix describing the achievement of the program’s student learning outcomes)
G. Indicate how the results of the assessment will be used to achieve program improvement (the assessment “feedback loop”); and that specifies the schedule for review of assessment reports by the Faculty Group, Executive Committee, and Advisory Board.
H. Provisions for conducting systemwide Ed.D. program evaluation and reporting as required by California Education Code Section 66040.7. The proposal should explain the processes in place that will allow the program to report these performance criteria, as required by California Education Code Section 66040.7(d):
   1. How graduates of the programs have affected elementary and secondary school and community college reform efforts
   2. How CSU Ed.D. graduates have positively affected student achievement in elementary and secondary school and community college settings.
XV. Student Support Services

A. A description of the ability of the institutions to provide graduate student support, including teaching or research assistantships, fellowship eligibility, financial aid, and research funding, if any.

B. Advising, mentoring, and cohort interaction, including a description of how timely and appropriate interactions between students and faculty, and among students will be assured. This is especially relevant for online programs.

C. Specify the arrangements that have been made to identify and assist students who struggle in meeting academic requirements and for those who fall behind their cohort.

D. Ed.D. program student handbook or a plan to create and distribute a program student handbook, as required by Title 5, California Code of Regulations, Section 40511

XVI. Doctoral Culture (CPEC—Advancement of Knowledge)

Proposals should explain where support for doctoral students and faculty currently exists and how the campus will enhance a sense of graduate community and an environment supportive of doctoral-level study. Plans may be addressed from the faculty perspective, as well as from the student viewpoint.

A. Description of how a doctoral-level culture will be established to support the proposed program, including such elements as doctoral level course requirements, nature of the research environment, balance between applied and research components of the degree, and description of dissertation.

(Note: Greater rigor will be represented for doctoral courses than in syllabi at the master's level. Ed.D. syllabi should be designed to align course objectives, content, assignments, texts, and exams with learning outcomes at both the program and course levels. The number and intellectual rigor of required readings and student assignments will be appropriate for doctoral study.)

B. Support/resources for faculty to develop a doctoral culture, engage in research, and if applicable, receive an orientation in order to chair dissertation committees.

C. Support services available for doctoral students, such as financial aid, professional placement, and research opportunities.

XVII. Special Provisions for Administration of a Multi-Campus Program (if applicable)

A. Administrative support at each participating campus and mechanisms for program coordination

B. Assistance for faculty, staff and students in meeting the unique demands of the proposed joint program (e.g., travel among participating campuses, distance learning expenses, relocation expenses)

C. Rules for determining registration and fee payment obligations, especially when students are receiving instructional services simultaneously from more than one participating campus

D. Comprehensive support services for students (e.g., child care, access to information resources) at multiple campuses

E. Mechanisms to ensure the involvement of each participating campus in admission decisions, curricular coordination and modification, advisory committees, and dissertation committees

F. Any other relevant features of the relationship between the partnering campuses in the development and implementation of the proposed degree program

XVIII. Accreditation

If the proposed program is within a school or related to other programs accredited by a professional accrediting agency, please list the agency, the year accredited, and include in the appendix a copy of the most recent accreditation evaluation. This pertains only to those participating departments that have relevant accreditation.
### Core Concepts and Curriculum Matrix

**Indicating Inclusion of Core Curricular Elements in Proposed Ed.D. Program in Educational Leadership**

*Please submit one form each Ed.D. specialization*

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Please indicate:  
I = Element is introduced  
R = Element is reinforced  
A = Element is addressed at an advanced level
Joint Doctoral Degree Programs

Policy
The CSU is authorized to offer joint doctoral degrees only with the University of California and with independent institutions of higher education in California. Joint doctoral degrees shall not be offered with out-of-state, out-of-country partners, nor with for-profit partners in California.

California Education Code section 66010.4(b)
The doctoral degree may be awarded jointly with the University of California, as provided in subdivision (c) and pursuant to Section 66904. The doctoral degree may also be awarded jointly with one or more independent institutions of higher education, provided that the proposed doctoral program is approved by the California Postsecondary Education Commission.

California Education Code section 66010(b)
As used in this part, “independent institutions of higher education” are those nonpublic higher education institutions that grant undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in this state and are accredited by an agency recognized by the United States Department of Education.

Procedures
CSU and Independent Institutions Joint Doctoral Programs
http://www.calstate.edu/app/documents/joint_doc_other.pdf

CSU and UC Joint Doctoral Programs
CSU and UC Joint Degree Programs

Flow Chart CSU and UC Joint Degree Programs

Handbook for Creation of CSU/UC Joint Doctoral Programs
http://www.ucop.edu/academic/uccsu/jointdohanudoerbook030502.htm

CSU/UC Joint Doctoral Programs—Review Criteria
http://www.ucop.edu/academic/uccsu/jointdohanudoerbook030502.htm#6

CSU Campuses

- Bakersfield
- Chico
- Dominguez Hills
- East Bay
- Fresno
- Fullerton
- Humboldt
- Long Beach
- Los Angeles
- Maritime Academy
- Monterey Bay
- Northridge
- Pomona
- Sacramento
- San Bernardino
- San Diego
- San Francisco
- San José
- San Luis Obispo
- San Marcos
- Sonoma
- Stockton
Subject: Procedures for Fast-Track and Pilot-Program Alternatives for Establishing New Degree Programs

Attached is a copy of the Board of Trustee agenda item addressing the revision of the process for reviewing and approving new degree programs. The resolution was adopted by the Board in July 1997. Three alternatives for establishing a new degree program are now authorized.

1. Existing Process

This alternative is the traditional process, involving first the update of the campus Academic Master Plan and subsequently the development of a proposal for implementing the degree program. It will continue to be available for any proposed program and must be used 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 would also benefit from the longer, two-step review process. We shall request proposed updates to the Academic Master Plans early in the fall term, with a response requested by January 5, 1998.

2. Fast Track Process

A campus may submit an implementation proposal for a new degree program that is not already projected on the campus Academic Master Plan if it meets the criteria for the “fast track.” (The criteria are detailed in the attached agenda item.) It will be reviewed just as if it were a second-phase implementation proposal in the two-phase process. We expect that fast-track proposals that are submitted to the Chancellor’s Office, Office of Academic Planning, by the first Monday in January and which raise no major issues can be acted on by the Board of Trustees in March and receive full approval in July. Those that are submitted by the second Monday in June and raise no major issues can be acted on by the Board of September and receive full approval in December.

Fast-track proposals should, for the time being, follow the existing format for degree implementation proposals (Attachment 2). Table 1, however, will be optional. Campuses may instead provide a narrative statement describing which areas of the curriculum will contract or fail to expand as quickly if the proposed program is implemented.

Note: This is an opportune time to reconsider what information should be provided in a degree program implementation proposal. Please convey suggestions to Dr. Jo Service, Dean, Academic Program Planning (telephone: 562 / 985-2845; e-mail: jo@calstate.edu).

3. Pilot Programs

The Trustees have authorized a limited number of pilot programs which campuses may establish without prior approval of the Chancellor’s Office or CPEC. A pilot program must meet the criteria listed in Attachment 1 and may enroll students for five years. Conversion of a pilot program to regular-program status would require campus commitment of resources, a thorough program evaluation, review and comment by the Chancellor’s Office and CPEC, and approval by the Board and the Chancellor (these conditions are outlined in Attachment 1).

At this point, a campus is free to establish one pilot program in 1997-98 and one in either 1998-99 or 1999-2000. This guideline is consistent with the suggestion in Attachment 1.

Prior to implementing a pilot program, the campus must notify the Chancellor’s Office, Office of Academic Planning, which will formally acknowledge the program, assign a HEGIS code, and inform CPEC. The notification should be accompanied by the catalog copy describing the pilot program.
Agenda Item 1
July 15-16, 1997

COMMITTEE ON EDUCATIONAL POLICY

Proposed Revision of New-Degree Program Review and Approval Process

Background on Current Process

In 1963, the system’s Board of Trustees adopted planning policies that were designed to regularize curricular development and guide program distribution in the rapidly expanding system and to facilitate the progress of each individual campus in meeting its primary function as expressed in the California Master Plan for Higher Education (i.e., the provision of instruction for undergraduate and graduate students, through the master’s degree, in the liberal arts and sciences, in applied fields and in the professions, including the teaching profession). These policies are summarized below.

The programs offered by the CSU are to meet the needs of the entire state. One of the trustees’ guidelines explicitly states, “All universities cannot be all things to all people.” While employer need and student demand are not the primary considerations in establishing programs in the liberal arts and sciences, curricula in the applied fields and professions are to be located in a systemwide pattern that will achieve an equitable and educationally sound distribution of programs throughout the state. Although all universities may wish to offer the same programs, the trustees are to exercise great selectivity in the final approval of new curricula. Specialized, high cost programs are to be allocated on the basis of review and study of the individual subject area. Therefore, all proposed new programs are to be reviewed by the trustees to ensure that the needs of the state, as well as of any individual campus, are taken into account. The priority order that the trustees are to consider is: (1) needs of the state, (2) needs of the campus service area, and (3) identification of employment opportunities. In some areas, program development is also limited or guided by system or California Postsecondary Education Commission (CPEC) policy. Subjects for which there have been specific policy guidelines include architecture, computer science, engineering, performing arts, health professionals, home economics, industrial arts and technology.

Trustee policy requires a two-part program planning and implementation process. First, each campus submits an updated academic plan, which contains projections of programs to be established in the next five (or, in some cases, ten) years. New projections are reviewed by Chancellor’s Office staff and, when campus and Chancellor’s Office staff agree, the updated plan is submitted to the trustees for their approval in March of each year. Trustee approval allows the campus to incorporate projected programs in their capital outlay planning. Second, following trustee approval of that plan, detailed proposals for implementation of projected programs are submitted to the chancellor for approval. (The Board of Trustees has delegated to the chancellor review and approval of new degree programs when their projection has been endorsed by the board.) California law charges CPEC with the responsibility to review proposals for new degree programs. CPEC staff have traditionally concentrated their activity at the end of the process, just before approval of the chancellor, but the commission has approved moving the primary focus of the CPEC staff review to the point just after trustee approval of the projection, so that key questions are raised at an earlier stage of planning.

Rationale for Revision

The board’s planning policies were adopted 34 years ago, when the CSU was being formed from a mix of existing state colleges, colleges with the polytechnic emphasis, and newly established campuses. Existing campus curricula had developed largely independently, and there was great concern with program “duplication” across institutions. The first baby-boomers were entering college, and the state was focused on the needs of eighteen-to-twenty-four-year-old students, most of whom were expected to attend full time. The policies have been at least moderately successful in meeting the goals set in 1963 – especially in ensuring that academic program planning drives physical planning – but new needs have emerged that call for a review of trustee planning policies.

Although CSU will have to engage in careful planning during the next several decades if it is to accommodate Tidal Wave II, the emphasis will be on expanding access through such approaches as shared programs, greater reliance on distributed learning, and technological advances rather than development of traditional campuses. The rapid pace of change challenges our system to move more nimbly to improve responsiveness to the needs of students and the state. There is frustration with an approval process that requires all types of new programs to use a two-step process that was based on the assumption that virtually all new programs would require new facilities, and therefore have to move at the pace of facilities planning and approval processes. We are therefore proposing that the new-degree program review and approval process be modified.
Procedures for Fast-Track and Pilot-Program Alternatives for Establishing New Degree Programs

Proposed Revision

Goal of Revised Process
The revised process should continue the shift of emphasis in academic planning from gatekeeping to facilitation, service, coordination, and support (especially support in the maintenance of quality).

The revision of the process is designed to meet the following objectives:

- to create a true partnership between the campuses and academic planning
- to promote more campus responsibility for new-degree program proposal quality
- to speed up and simplify the new-degree program review process
- to promote greater cooperation and collaboration among campuses and across segments
- to promote greater attention to workforce and societal needs in program development
- to enhance and strengthen our working relationship with CPEC

It is proposed that the new-degree program approval process be revised in four ways:

1. Tailoring of approval processes to type of degree program proposed.
2. Automatic approval if no questions are raised by specific date.
3. Removal of projection from Academic Plan if not implemented with five years (or date originally projected for implementation.
4. Development of post-authorization review process for limited number of “pilot” programs.

(1) Tailoring of approval processes to type of degree program proposed.

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 would 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 could be handled more quickly while retaining the elements of the two-step review process. Such programs could be placed on a “fast track.” Examples would be 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. The ideal would be a fast-track program that could be approved and implemented within one year from the time a campus first proposed that program, instead of the current two- to three-year time lag between proposal and implementation.

A program could be placed on the fast track only if:

(a) it 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;
(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;
(f) the program has been subject to a thorough campus review and approval process.

Two approval cycles per year for fast-track are envisioned because program implementation might be limited by the short time between approval at the March Board of Trustees’ meeting, subsequent July approval by CPEC, and fall implementation. A second, briefer agenda item at the September Board of Trustees’ meeting would make it possible for a proposal to come in by June, have any concerns resolved by the time of the board meeting in September, be authorized by the board, go to CPEC directly after the meeting, be endorsed by CPEC by December, be incorporated in campus catalogs and other campus informational materials in the spring and perhaps be implemented in a limited manner in the spring term, and be ready for full implementation in August.
Procedures for Fast-Track and Pilot-Program Alternatives for Establishing New Degree Programs

Timelines for Fast-Track Approval

Campus activity

End of December Proposal to Chancellor’s Office
March Board of Trustees’ approval
July CPEC endorsement
August Implementation

and

Campus activity

Early June Proposal to Chancellor’s Office
September Board of Trustees’ approval
December CPEC endorsement
February Limited implementation
Spring Program description in campus catalog
August Full implementation

(2) Automatic approval if no questions are raised by specified date.

Another proposal for speeding up approval of both traditional and fast-track programs would be to set firm deadlines for review by the Chancellor’s Office and CPEC. Neither the Chancellor’s Office nor CPEC reviewers could routinely ask for extra time. If no questions were forwarded to the campus by the end of the review deadline, then approval would be automatic. For at least some programs, review by the Chancellor’s Office and CPEC could be concurrent.

(3) Removal of projection from Academic Plan if not implemented with five years (or date originally projected for implementation).

For the traditionally traced new-program proposals, if the implementation proposal does not come in within five years or the date originally projected for implementation, whichever is later, the projection would be removed from the Academic Plan and would have to be resubmitted and/or revised. This proposal should improve the responsiveness of our program offerings. Many areas are changing so rapidly that five years could make a significant difference in the needs of students and of the state.

This provision would not apply to “foundation” liberal arts and science programs, for which employer need and student demand are not primary considerations. It is recommended, however, that the concept of foundation programs be reevaluated so that it is consistent with the current reconsideration of the baccalaureate degree by the Academic Senate and the Cornerstones project.

(4) Development of post-authorization review process for limited number of “pilot” programs.

Some experimentation in the planning and offering of academic programs is part of the CSU tradition (e.g., pilot external degree programs, MFA in Cinema). We propose that the trustees authorize the establishment of a limited number of degree programs (we suggest one or two per campus per three-year period) under the following conditions:

(a) A pilot program would be authorized to operate only for five years. If no further action is taken by the end of the five years, no new students could be admitted to the program. (The campus would be obliged to make appropriate arrangements for students already enrolled in the program to complete it.)

(b) A pilot program could be converted to regular-program status and approved to continue to operate indefinitely if the following conditions are met:

(i) The campus committed the resources necessary to maintain the program beyond five years;

(ii) A thorough program evaluation (including an on-site review by one or more experts in the field) showed the program to be of high quality; to be attractive to students; and to produce graduates attractive to prospective employers and/or graduate programs, as appropriate;

(iii) Approval by the board and the chancellor would be required after review and comment by the Chancellor’s Office and CPEC.
(c) A program could be established as a pilot program only if it met the criteria for fast-track programs; that is,

(i) it 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;

(ii) 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;

(iii) it requires no major capital outlay project to be adequately housed;

(iv) it is consistent with all existing state and federal law and trustee policy;

(v) it is a bachelor’s or master’s degree program;

(vi) the campus has a thorough review and approval process for pilot degree programs, through which the program has passed.

(d) The campus would be obliged to notify the Chancellor’s Office of the establishment of the program and its curricular requirements prior to program implementation.

(e) A pilot program could be implemented without its having been projected on the campus Academic Plan. It would require the acknowledgment, but not the prior approval of, the Chancellor’s Office and CPEC, and it would be identified as a pilot program in the next annual update of the campus Academic Plan.

Proposed Resolution
The proposed resolution refers to the revision of the new-degree review process. The following resolution is recommended for adoption.

RESOLVED, By the Board of Trustees of The California State University, that the current new-degree program review and approval process be revised to permit a semi-annual, fast-track review process and the establishment of a limited number of pilot programs. The revised new-degree program review and approval process will be reviewed and evaluated five years from implementation.