
Procedures for Submitting Proposals for New Concentrations*, Emphases, and Minors

With Revisions Through 2014

Each new concentration, emphasis, and minor is subject to review unless it is exempted under the provisions of Executive Order 1071 (formerly 602 – See Appendix), which delegates approval authority to the presidents. While campuses may have unique definitions, a **concentration**, and a special **emphasis** are all defined for purposes of system review as an aggregate of courses within a degree major designed to give a student specialized knowledge, competence, or skill. Programs not meeting the above criteria will be designated by the campus as a “specialization.”

Requests for a specialization within a major may be submitted and do not require Chancellor's Office approval. Programs approved as an emphasis or concentration will be noted on students' transcripts and diplomas. Specializations are not listed on these two documents.

A **minor** is a formal aggregate of courses in a designated subject area distinct from and outside the student's degree major, consisting of 15-24 semester units. Normally 12 units of coursework in the minor will be upper division.

The information required for review and approval of a proposed concentration, emphasis, or minor is less detailed than for a full degree major program. Requests for approval of a concentration, emphasis, or minor should follow the format below. The proposal must include a Resource Impact Statement.

1. Name of the campus submitting the request and the full and exact title of the proposed aggregate of courses, whether it is a concentration, emphasis, or minor.
2. Full and exact title of the degree major program under which the aggregate of courses will be offered, where applicable.
3. Concentrations or emphases already existing under the degree major program for which the new aggregate of courses is proposed.
4. Department(s) to offer the aggregate of courses.
5. Purpose of the proposed aggregate of courses.
6. Goals for the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.
7. Need for the proposed aggregate of courses.
8. List of the courses, by catalog number, title, and units of credit, as well as total units to be required under the proposed aggregate of courses.
9. List of courses, by catalog number, title, and units of credit, as well as total units to be required for the major in which the proposed aggregate of courses is to be included.
10. New courses to be developed. Include proposed catalog descriptions.
11. Advising “roadmap” that has been developed for the new emphasis or concentration.
12. List of all present faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.
13. Additional instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the proposed aggregate of courses. List all resources needed for the first five years beyond those currently projected, including specific resource, cost, and source of funding.

* Including Doctoral Concentrations.

14. In addition to planning for the direct instructional costs of a new program, there is general agreement that in a time of declining resources, greater attention also needs to be devoted to assessing opportunity costs. While recognizing the great difficulty of identifying such new programs' costs—possible negative effects on the quality of other existing programs, foregone opportunities for mounting other new programs, inability to increase resource allocations to existing programs, etc.—we are requesting that each proposal for a new program address this question and suggest the following as an interim approach:
- a. Careful assessment of the direct costs of implementing and sustaining the program, including evidence that the campus has identified and is prepared to (re)allocate sufficient resources to the new program to ensure a reasonable chance for its success on a quality basis.
 - b. Identification, if possible, of the source of resources to be reallocated, and assessment of the impact on the area(s) losing resources.
 - c. Relation of the new program to the campus' mission and to its academic master plan, including consideration of whether implementation might preclude the establishment of other planned programs.
 - d. Consideration of whether the new program represents the best possible use of campus resources. This includes such concerns as the need on an immediate and continuing basis for program graduates (relative to other program possibilities) and scarcity of program alternatives for students in a region, either through lack of programs or program impaction elsewhere.
- Proposals for new programs must be supplemented by specific information on the above.
15. Include a complete proposed **catalog description** (catalog output blocks).

WASC Substantive Change Proposals

The following types of programs require substantive change approval from the Western Association of Schools and Colleges (WASC).

Programs that fit the description outlined above cannot be implemented until approval has been received from WASC.

- New site (in WASC region, more than 25 miles).
- New site (out of WASC region).
- Modality (distance education in which 50% or more is delivered through any technology assisted medium).
- Blended (new site and modality).
- Existing degree level – outside scope of current degrees offered.
- Existing degree level – increase in number of programs offered in disciplines not currently offered.

Consult the Division of Undergraduate Studies for detailed information on the following:

- Timeframe for Submitting a Proposal.
- Substantive Change Application forms.
- Description of Substantive Change Categories.