# 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, you can search CIP 2010 at  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. <u>These program proposal elements are required</u>:

      • 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 measureable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.

   b. <u>These program proposal elements are required</u>:

      • Comprehensive assessment plan addressing all assessment elements;

      • Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

      Include plans for assessing institutional, program, and student learning outcomes. Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including strategies and tools to assess student learning outcomes, (directly related to overall institutional and program learning outcomes). Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

      Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is "Introduced," "Developed," and "Mastered" insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule.

   c. Indicate total number of units required for graduation.

   d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

e.  If any formal options, concentrations, or special emphases are planned under the proposed major, identify and list the required courses.  Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

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

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).