**September 2018**

**CSU Degree Program Proposal Template[[1]](#footnote-1)**

**Revised September 2018**

**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 the Program Proposal Template.***
1. **Program Type (Please specify any from the list below that apply—delete the others)**
	1. State-Support

b. [Self-Support](http://www.calstate.edu/EO/EO-1099.html)

c. Delivery Format: Fully face to face, fully online, or hybrid program

d. [Fast Track](http://www.calstate.edu/app/documents/Fast_Track_Pilot_Programs.pdf) (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; please use pilot proposal template)

f. [Pilot Conversion](http://www.calstate.edu/app/documents/program_modification/Pilot_Conversion.pdf) (please use pilot conversion template)

g. New Program

h. Proposal Revision (updating a previously reviewed proposal)

1. **Program Identification**
2. Campus
3. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts in History).
4. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan.[[2]](#footnote-2)
5. Term and academic year of intended implementation (e.g., fall 2020).
6. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.
7. 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.
8. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.
9. 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.
10. Any other campus approval documents that may apply (e.g. curriculum committee approvals).[[3]](#footnote-3)
11. Please specify whether this proposed program is subject to WASC Substantive Change review.[[4]](#footnote-4) The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.
12. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code[[5]](#footnote-5)

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](http://nces.ed.gov/ipeds/cipcode/) 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**

1. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes, and 3) the compelling reasons for offering the program at this time.

b. Provide the proposed catalog description.[[6]](#footnote-6) The description should include:

1. a narrative description of the program

2. admission requirements

3. a list of all required courses for graduation including electives, specifying course catalog numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

4. total units required to complete the degree

5. if a master’s degree, catalog copy describing the culminating experience requirement(s)

**4. Curriculum –** *(These requirements conform to the revised 2013 WASC Handbook of Accreditation)*

1. These program proposal elements are required:
* Institutional learning outcomes (ILOs)[[7]](#footnote-7)
* Program learning outcomes (PLOs)7
* Student learning outcomes (SLOs)7

Describe outcomes for the 1) institution, 2) program, and for 3) [student learning](http://www.calstate.edu/acadaff/sloa/index.shtml). Institutional learning outcomes (ILOs) typically highlight the general 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 graduates from a specific program. 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.

(WASC 2013 CFR: 1.1, 1.2, 2.3)

1. 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)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. 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, generally every five years.

1. Indicate total number of units required for graduation.
2. 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.
3. 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.
4. 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- or undergraduate-level.
5. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

(WASC 2013 CFR: 2.2b)

1. For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in [Section 40510](http://www.calstate.edu/APP/documents/Title5_MastersDegree_requirements.doc) of [Title 5 of the California Code of Regulations](http://government.westlaw.com/linkedslice/search/default.asp?RS=GVT1.0&VR=2.0&SP=CCR-1000&tempinfo=TOC).[[8]](#footnote-8)
2. For graduate degree proposals, cite the corresponding bachelor’s program and specify whether it is (a) subject to accreditation and (b) currently accredited.

 (WASC 2013 CFR: 2.2b

1. For graduate degree programs, specify admission criteria, including any prerequisite coursework.[[9]](#footnote-9)

(WASC 2013 CFR: 2.2b)

1. For graduate degree programs, specify criteria for student continuation in the program.[[10]](#footnote-10)
2. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.
3. Provide an advising “roadmap” developed for the major.[[11]](#footnote-11)
4. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

(WASC 2013 CFR: 1.8)

**Accreditation** **Note:**

*Master’s degree program proposals*

If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree major program.

 *Fast-track proposals*

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

**5. Societal and Public Need for the Proposed Degree Major Program**

1. 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. [[12]](#footnote-12)
2. Describe differences between the proposed program and programs listed in Section 5a above.
3. List other curricula currently offered by the campus that are closely related to the proposed program.
4. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.
5. Provide applicable workforce demand projections and other relevant data.[[13]](#footnote-13)

**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](http://www.bls.gov/)

[California Labor Market Information](http://www.labormarketinfo.edd.ca.gov/)

**6. Student Demand**

1. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), 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.[[14]](#footnote-14)
2. 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.
3. 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.[[15]](#footnote-15)
4. Describe professional uses of the proposed degree program.
5. 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.[[16]](#footnote-16)

**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.

1. 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. 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)
2. Describe facilities that would be used in support of the proposed program.
3. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.[[17]](#footnote-17)
4. Describe available academic technology, equipment, and other specialized materials.[[18]](#footnote-18)

**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.

1. Describe additional faculty or staff support positions needed to implement the proposed program.[[19]](#footnote-19)
2. 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).[[20]](#footnote-20)
3. 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. [[21]](#footnote-21)
4. 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.[[22]](#footnote-22)

**9. Self-Support Programs**

1. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.[[23]](#footnote-23)
2. Explain how state-support funding is either unavailable or inappropriate.
3. Explain how at least one of the following additional criteria shall be met:
	1. The courses or program are primarily designed for career enrichment or retraining;
	2. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
	3. The course or program is offered through a distinct technology, such as online delivery;
	4. 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;
	5. 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.
4. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

\* Basic Cost Recovery Budget Elements

(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

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

 Student fees

Include projected attrition numbers each year

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

Direct Expenses
Instructional costs – faculty salaries and benefits

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

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses
Campus partners
Campus reimbursement general fund
Extended Education overhead
Chancellor’s Office overhead

\*Additional line items may be added based on program characteristics and needs.

1. **CSUSM specific items**
2. Specify any philanthropic gifts or donations and list existing outside funding sources, such as external grants, endowments, named chairs, etc., with amount and duration.
3. Specify any additional university internal income sources, such as special session fees, professional fees, etc.
4. For undergraduate programs only: In case that the proposers plan to designate certain program courses as GE courses or as service courses to other programs, then estimate the number of students from outside the major who would take these GE or service courses. Calculate the FTES generated by the GE or service courses for the first five years, based on these enrollment estimates.
5. For undergraduate programs only: Complete the anticipated Revenue and Costs Worksheet (Undergraduate programs) at the Academic programs website, <http://www.csusm.edu/academic_programs/catalogcurricula/curriculum_forms.html>.
6. For graduate programs only: Complete the anticipated Revenue and Costs Worksheet (Graduate programs) at the Academic programs website, <http://www.csusm.edu/academic_programs/catalogcurricula/curriculum_forms.html>.
1. When beginning to fill out this form, contact Academic Programs for general guidance and for samples of recent program proposals. It is recommended that program proposers start to fill out the template with the catalog description. [↑](#footnote-ref-1)
2. The “campus Academic Plan” is called the University Academic Master Plan (UAMP) at CSU San Marcos. Contact Academic Programs for this date. [↑](#footnote-ref-2)
3. Proposers do not need to supply this item. As the proposal goes through the approval process, memos from curriculum committees are obtained. These will be collected and added to the proposal by Academic Programs as a response for this item. [↑](#footnote-ref-3)
4. Generally this refers to a degree offered at a new level (e.g., a doctorate). To be certain that a WASC Substantive Change review is not necessary, contact the Dean of Academic Programs. [↑](#footnote-ref-4)
5. Contact Academic Programs for assistance in proposing CIP and Program (formerly HEGIS) codes. [↑](#footnote-ref-5)
6. Use the format found in the most recent General Catalog. [↑](#footnote-ref-6)
7. See “Tips” Section. Contact Academic Programs for assistance with assessment. [↑](#footnote-ref-7)
8. Contact Graduate Studies for assistance in making certain that the program conforms to CSU requirements for a master’s program. [↑](#footnote-ref-8)
9. This item generally applies to graduate programs and self-support programs. For assistance, contact Graduate Studies for the first situation and Extended Learning for the second. For an undergraduate, state-support program for which admission criteria are desired, contact Academic Programs to discuss this matter. [↑](#footnote-ref-9)
10. This item generally only applies to programs with admission criteria (item 4k). For undergraduate programs, the criteria should be that the student remain on good academic standing (i.e., not be subject to Academic Disqualification). For assistance with this item, contact Graduate Studies, Extended Learning or Academic Programs as in item 4k. [↑](#footnote-ref-10)
11. Contact the Office of First Year Programs for assistance in developing detailed graduation roadmaps for the first two years of study [↑](#footnote-ref-11)
12. Contact Academic Programs for a list of other CSU campuses offering related programs. [↑](#footnote-ref-12)
13. One source of data, in addition to those provided at the end of section 5, is the San Diego Association of Governments website: <http://www.sandag.cog.ca.us> [↑](#footnote-ref-13)
14. Contact Enrollment Management Services to obtain numbers of students with declared majors, options/concentrations/tracks/etc., and minors. Contact Academic Programs to obtain enrollment histories in specific courses. Surveys of potential employers might show the need for the proposed program. Please explain if there are discrepancies between national/statewide/professional manpower surveys and local findings. Contact the Career Center for assistance in completing this section. [↑](#footnote-ref-14)
15. Contact Enrollment Management Services for these data. [↑](#footnote-ref-15)
16. Contact Academic Programs for assistance in estimating the number of majors and graduates. [↑](#footnote-ref-16)
17. Contact the Library for this report. [↑](#footnote-ref-17)
18. Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here. [↑](#footnote-ref-18)
19. Include additional faculty lines needed to support the course offerings indicated in 4.g and 4.l. Indicate whether any external funds are expected to support faculty lines. [↑](#footnote-ref-19)
20. Contact Planning, Design and Construction for assistance in answering questions about space that is under construction or being planned. Indicate whether any external funds are expected to support construction of facilities. [↑](#footnote-ref-20)
21. This should follow directly from the Library report in 7.c. [↑](#footnote-ref-21)
22. Information technology and academic computing needs should follow directly from the IITS report in 7.d. [↑](#footnote-ref-22)
23. Pursuant to Executive order 1099, “Self-supporting special sessions shall not supplant regular course offerings available on a non self-supporting basis during the regular academic year (Education Coder section 89708).” [↑](#footnote-ref-23)