Proposing New CSU Degree Programs
Bachelor’s and Master’s Levels

Offered through Self-Support and State-Support Modes

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/

Templates for Doctoral Proposals

- CSU Ed.D. Programs
- UC-CSU Joint Doctoral Programs
- Joint Doctorates with Independent Institutions

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. 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.

Submission

1. The degree program proposal should follow the format and include information requested in this template. If the proposed program is subject to WASC Substantive Change, the Chancellor’s Office will accept the WASC Substantive Change Proposal format in place of the CSU format. For undergraduate degrees, the total number of units required for graduation must still be made explicit.

2. Submit four complete hard copies of the campus-approved degree implementation proposal, including documentation of campus approval, to:

Revised July 2013
3. Submit one electronic copy to APP@calstate.edu. A Word version is preferred.

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 1047 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
CSU Degree Program Proposal Template

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)
   a. State-Support
   b. Self-Support
   c. Delivery Type: Fully face to face, full online, or hybrid program
   d. Cal State Online
   e. Fast Track (bachelor’s or master’s only; not already on campus academic plan)
   f. Pilot (bachelor’s or master’s only; not already on campus academic plan)
   g. Pilot Conversion
   h. New Program
   i. 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. 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. The rationale may explain the relationship among the
program philosophy, design, target population, and any distinctive pedagogical methods.

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

4. Curriculum

a. Describe 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.

b. Include plans for assessing Program Learning Outcomes or Goals and Student Learning Outcomes. Creating a comprehensive assessment plan addressing multiple elements, including strategies and tools to assess Student Learning Outcomes directly related to overall Program Learning Outcomes or Goals, is a key component of program planning. Constructing matrices that show the relationship between all assessment elements, is one way to display assessment plans. Mapping student learning outcomes, the courses where they are found and indicating where course content related to the learning outcomes is Introduced, Developed, and Mastered at an advanced level present a comprehensive picture of program assessment. This will insure all Student Learning Outcomes that are directly related to overall program goals are assessed across the curriculum and at the appropriate times.

(Please see the curriculum map and assessment matrices found in the TIPS document to assist in responding adequately to this section).

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.

e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify list 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 of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.

b. Differences between the proposed program and programs listed in Section 5a above.

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

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

e. 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.

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.

b. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Code Memo EP&R 85-20)

c. Describe facilities that would be used in support of the proposed program.

d. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

e. 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.

e. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program.

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 program is in one or more of the following ways different from state-supported campus offerings operating on campus:
      1. Primarily designed for career enrichment or retraining
      2. Program location is significantly removed from state-supported campus facilities
      3. The program client group receives educational or other services at a cost beyond what could be reasonably provided under state support.

Submit completed proposal packages to:
APP@calstate.edu

Academic Programs and Policy
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Contact Us
Dr. Christine Mallon             Ms. Norma Warren
Assistant Vice Chancellor        Academic Programs and Faculty Development
Academic Programs and Faculty    Development
Phone  (562) 951-4672           Phone  (562) 951-4722
Fax     (562) 951-4982           Fax     (562) 951-4982
cmallon@calstate.edu            nwarren@calstate.edu

Academic Program Planning is on the Web http://www.calstate.edu(APP/)

Contact Extended Education
Ms. Sheila Thomas, State University Dean, Extended Education
Phone  (562) 951-4795
Fax     (562) 951-4982
sthomas@calstate.edu
These “Tips” are designed to assist campuses as they prepare proposals for both internal campus and Chancellor’s Office review and approval. They are meant to clarify areas from the CSU Degree Program Proposal Template that may need additional explanation. They are also meant to provide examples of response formats to guide proposal writers. If the suggestions are followed, the likelihood of receiving a positive outcome is greatly enhanced.

The “Tips” below address items 3 through 7 in the Proposal Template, as these areas generally require more detailed and/or more complex responses. All “Tips” are italicized and directly relate to the prompt indicated. Please note that some prompts in the template do not have “Tips.” This is generally because the prompt itself is self-explanatory. However, if additional clarification is needed to complete any of the sections, please do not hesitate to contact the office of Academic Programs and Faculty Development at the Chancellor’s Office for assistance.

3. Program Overview and Rationale

a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods.

This section is very important. The first sentence should describe the proposed program clearly and succinctly. For example, begin the sentence with “This program is designed to . . .” or “The purpose of this program is to . . .” then describe the program answering the following questions: 1) What is the program designed to do? 2) What kind of content knowledge and skills will be offered? Focus on the content knowledge, in other words, what will candidates learn while in this program? 3) What are the program’s strengths? What unique features does this program have that will draw candidates to apply and ultimately enroll? Overall, at the end of the program, what knowledge, skills, and dispositions will graduates possess when they graduate from the program?

The rationale also requires a statement of how the program fits with the institutional mission. Simply stating “This program fits with the institutional mission” is not sufficient. Instead, state the actual mission statement of the institution and describe in several sentences how the program fits, complements, augments, or extends the mission. Then, provide a justification for offering the program at this time. The justification is critical as it forms the basis of the argument for requesting approval to offer the proposed program.
Although not required, your proposal will be strengthened if a narrative explaining the relationship between the program philosophy, design, target population, and any distinctive pedagogical methods is included.

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

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

4. Curriculum

a. 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.

Before tackling this section, it is helpful to clearly clarify and define the salient differences between goals, objectives, and student learning outcomes.

1. Goals describe the overall purpose of a program. It is perfectly appropriate to begin the section “The goal(s) of this program is(are) to ...”. Goals are broadly stated but should not be so broad as to be considered grandiose or unreasonable; there may be one overarching goal or between five and seven program goals that guide the program. More than seven major goals tend to be unwieldy and difficult to assess adequately. Program goals are best written with a focus on student learning and describe what the program will ultimately provide the student.

   Good example of a broad program goal: The goal of the program in Biological Science is to facilitate and guide students’ acquisition and retention of relevant biologic knowledge/information, to teach them to think/apply this knowledge, and stimulate them to become life-long learners and advocates in the field.

2. Objectives, in comparison to goals, tend to focus on the professional knowledge, discipline content, and the skills to be learned as a result of completing a particular program. Objectives are the vehicles instructors use to plan instructional episodes in order to reach the goals of the program. Objectives are helpful in guiding a program, but not as helpful in determining or assessing exactly what candidates have learned. For purposes of this program proposal, although objectives can be helpful to include, they are not required.

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

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

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

Examples of Program Student Learning Outcomes:

The examples listed below have been developed using various levels of Bloom’s Taxonomy of Educational Objectives and applied to various disciplines (adapted from Stanford University, Assessments website)
Physical and Biological Sciences:
Students will apply critical thinking and analytical skills to solve scientific data sets.
Students will apply the scientific method to solve problems.
Students will demonstrate written, visual, and/or oral presentation skills to communicate scientific knowledge.

Languages and Literature:
Students will apply critical terms and methodology in completing a literary analysis following the conventions of standard written English.
French students will demonstrate oral competence with suitable accuracy in pronunciation, vocabulary, and language fluency.
French students will accurately read and translate French texts.

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

Humanities and Fine Arts:
Students will critique and analyze works of art and visual objects.
Students will identify musical elements, take them down at dictation, and perform them at sight.
Students will communicate both orally and verbally about music of all genres and styles in a clear and articulate manner.

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

Business
Students will work in groups and display professional business standard disposition as part of an effective team.
Students will recognize and diagnose accounting problems.

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


Each of the above examples use action verbs to indicate what the student must be able to do. Each outcome is also measurable.

The table below provides some examples of verbs to consider when constructing student learning outcomes at each level of Bloom’s Taxonomy.
Sample action verbs at each level of Bloom’s Taxonomy to assist in creating observable and assessable program Student Learning Outcomes

<table>
<thead>
<tr>
<th>Level</th>
<th>Verbs</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>define, describe, identify, outline, select</td>
</tr>
<tr>
<td>Comprehension</td>
<td>classify, discuss, distinguish, estimate, infer, summarize</td>
</tr>
<tr>
<td>Application</td>
<td>apply, compute, illustrate, interpret, prepare, solve, write</td>
</tr>
<tr>
<td>Analysis</td>
<td>analyze, compare, contrast, criticize, differentiate, model</td>
</tr>
<tr>
<td>Synthesis</td>
<td>categorize, construct, design, generalize, reconstruct, synthesize</td>
</tr>
<tr>
<td>Evaluation</td>
<td>appraise, argue, defend, evaluate, judge, justify, interpret, support</td>
</tr>
</tbody>
</table>

The verbs listed above represent just a fraction of those contained at each level. There are many online examples with expanded lists of appropriate verbs. Program Proposal writers are encouraged to seek more examples directly online for more information.

Additional Possible resources:


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

b. Plans for Assessing Program Learning Outcomes or Goals and Student Learning Outcomes. Creating a comprehensive assessment plan that includes strategies and tools to assess student learning outcomes that are directly related to overall program learning outcomes or goals, is a key component of program planning. Constructing matrices that show the relationship between all assessment elements is one way to display assessment plans. Mapping student learning outcomes, the courses where they are found and indicating where course content related to the learning outcomes is Introduced, Developed, and Mastered at an advanced level present a comprehensive picture of program assessment. This will insure all student learning outcomes are directly related to overall program goals and are assessed across the curriculum and at the appropriate times.

This section requires two significant pieces of information: 1) A comprehensive assessment plan identifying a) overarching program learning outcomes or goals, b) corresponding SLOs, c) courses where student learning outcomes are assessed, d) how often the SLO will be assessed, e) what types of assessment activities will be used, f) what type of tool will be used to score/evaluate the activity, g) how the assessment data will be reported, h) who will administer the
assessments and who will analyze the data, i) how collected data will be used and by whom, and j) how data will be reported and by whom. And 2) Evidence of where the content related to the learning outcomes is Introduced, Developed, and Mastered in required courses.

There are multiple ways this information can be presented. Charts, tables, and/or diagrams are always helpful. The examples below offer a BASIC format only, but do provide a sequential and developmental picture of every component in the assessment plan. Proposal writers are encouraged to experiment in order to display evidence as clearly and creatively as possible.
### Connecting Program Goals, Student Learning Outcomes, and Assessments

**Example of POSSIBLE Assessment Data Collection Plan - FOCUS: Student Learning**

<table>
<thead>
<tr>
<th>Overarching Program Learning Outcomes (may also be known as Program Goals)</th>
<th>Corresponding Student Learning Outcomes (SLOs). (Each must directly relate to one or more Program Learning Outcomes/Goals)</th>
<th>Course(s) Where Student Learning Outcomes are Assessed</th>
<th>How often will the SLO be assessed?</th>
<th>*What types of assessment activities will be used?</th>
<th>**What type of tool will be used to score/evaluate the activity?</th>
<th>***How will assessment data (both aggregated and disaggregated) be reported?</th>
<th>Who will administer the assessment and who will analyze the data?</th>
<th>How will collected data (evidence) be used? By whom?</th>
<th>How will data be reported? By whom?</th>
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*Examples of Assessment Activities: Quiz, final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, qualifying or comprehensive examination, project, thesis, dissertation and many others.

**Examples of Assessment Tools: Rubrics (that produce scores based on established criteria – can be used with most activities listed above), documentation of value added score gains, checklists, point system based on specific criteria, etc.

***Examples of ways to report assessment data: As percentages of all who “passed” at the 70% level? Number/Percentage of those scoring a 4.5/5.0 on an assignment assessment rubric? Number/percentage who scored at a designated level according to a standard rubric?
The above examples provide only a sampling of the many ways Student Learning Outcomes can be assessed. Assessments should be directly related to the outcome desired, easily scored, and clearly and succinctly articulated so that students know exactly what is expected of them.

There are no hard and fast rules regarding the number of Program Learning Outcomes or Goals. However too many become difficult to manage and track. The best assessment plans and the data produced should be meaningful, manageable, and measurable.

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

REQUIRED COURSES*/STUDENT LEARNING OUTCOMES (Where are SLOs Introduced, Developed, and Mastered)?

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>COURSE # XXX</th>
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<tr>
<td>SLO 2</td>
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<td>SLO 3</td>
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<td>SLO 7</td>
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*Place an I, D, or M in each cell above to indicate where the program content is Introduced, Developed, and/or Mastered. It is understood that there will be many more courses than indicated here in the sample table. Please make sure to include all program required courses (including actual course numbers/designations) on the matrix and indicate I, D, or M for each Student Learning Outcome.

c. Total number of units required for graduation

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

d. Include a justification for any baccalaureate program that requires more than 120 semester units or 180 quarter units.

Justifications may include official requirements from accrediting agencies or from other entities that clearly require more content to be covered which would raise the unit requirements.
e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully. 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, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If an appropriate CSU code does not appear on the systemwide 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.

f. A list of all requirements for graduation, including electives, from the proposed degree program, specifying catalog number, title, total units required for completion of the degree, major requirements, electives*, and prerequisites or co-requisites (ensuring that 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.

*For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

<table>
<thead>
<tr>
<th>Required Courses for Graduation</th>
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<tr>
<td><strong>Catalog #</strong></td>
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**Total Units Required for Degree Completion**

**Catalog Description of All New Courses:**
g. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.

New course information should match the information presented in “f” above. Only a list of the new courses and the proposed catalog descriptions are required for this section.

h. Attach a proposed course-offering plan for the first three years of program implementation, indicating where possible, likely faculty teaching assignments.

In table format, list the courses to be offered each year of the program. Indicate in which semester or quarter the courses will be offered and who might teach the course.

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.

Title 5 states that all master’s degree programs must have a culminating experience. Programs can include only one or all of the following: 1) a thesis, 2) a project, or 3) comprehensive examination. Be sure to indicate which type of culminating experience will be required.

j. For master’s degree proposals, cite the corresponding bachelor’s program and specify whether it is (a) subject to accreditation and (b) currently accredited.

k. Admission criteria, including prerequisite coursework.

List all admission criteria to the program as well as any prerequisites that must be completed before formal acceptance into the program.

l. Criteria for student continuation in the program.

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

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

For this section, a table or chart providing several options for student to follow that include which classes to take and when to take them for all years while enrolled in the program is helpful. This will assist students to stay on track to graduate in a timely manner.
Example:

<table>
<thead>
<tr>
<th>Program Name - Advising Roadmap - Recommended Course Sequence</th>
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<tr>
<td><strong>Freshman Year (xx units)</strong></td>
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<td>Total:</td>
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</table>

| **Sophomore Year (xx units)**                                  |
|                  | Fall | Summer | Spring |            |
|                  | Units| Units   | Units   |            |
|                  |      |         |         |            |
| Total:           | Total:| Total:  | Total:  |

| **Junior Year (xx units)**                                    |
|                  | Fall | Summer | Spring |            |
|                  | Units| Units   | Units   |            |
|                  |      |         |         |            |
| Total:           | Total:| Total:  | Total:  |

| **Senior Year (xx units)**                                    |
|                  | Fall | Summer | Spring |            |
|                  | Units| Units   | Units   |            |
|                  |      |         |         |            |
| Total:           | Total:| Total:  | Total:  |

| Total Units:      |

- Provision for meeting accreditation requirements, 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. Need for the Proposed Degree Major Program

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

*Please provide a list of at least three other CSU campuses currently offering or planning to offer the same degree major program. Provide a list of at least three other public (outside the CSU system) or private institutions in the immediate vicinity also offering the program. If there are no programs offering the same program or if less than three, please indicate.*

b. Differences between the proposed program and programs listed in Section 5a above.

*The most efficient way to respond to this prompt is to make a side-by-side comparison of courses offered in the proposed program against those offered in the other programs listed in 5a above. Highlight those courses in the proposed program that are different from the others. Add on a brief narrative if needed to further explain how the proposed program is different.*

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

*Investigate if there are other programs on the campus offered via any format (self support, online, program in other departments, etc.) that are similar in content and/or purpose to the proposed program. Make a side-by-side comparison chart of the courses in each.*

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

*List all who participated in the planning/development of the program and their professional credentials.*

e. Applicable workforce demand projections and other relevant data.

*In order to respond to this prompt, use government statistics or other credible evidence to show the demand for graduates trained in the curricula offered in this program. The key to completing this section successfully is the strength and the type of evidence provided.*

****

Note: Data Sources for Demonstrating Evidence of Need

APP Resources Web [http://www.calstate.edu/app/resources.shtml](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. 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.

_The evidence of student interest must be specific and compelling. Please include as many pieces of solid evidence as possible that students will indeed enroll in the program. Student petitions gathered over several semesters, employment forecasts from reputable agencies, and increased enrollments over time in the related field at feeder institutions are just a few examples of strong and compelling evidence._

b. Issues of diversity and access to the university 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, 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. Professional uses of the proposed degree program.

_Include a description of how a graduate of the program will be able to use the degree in the professional world. What specific jobs or employment opportunities will be available for possible employment?_

e. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, 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. 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.

Please provide a complete listing of all proposed faculty who would teach in the program. Be sure to provide information addressing all areas requested.

b. Space and facilities that would be used in support of the proposed program.

If existing space and facilities will be used to support the program, include a brief description of the type of space and facilities that will be utilized. This might include a listing of the number and types of classrooms, labs, or off campus facilities.

c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).

The library should provide a report on the resources currently available to support the program. This might include counts and holdings of hard copies of books and periodicals and also a listing of the appropriate data bases and online resources that are held by the library to support the program.

d. Existing academic technology, equipment, and other specialized materials currently available.

Provide a listing of the applicable technology, equipment and any other materials utilized to support the program. Depending on the discipline, examples might include computer labs (including iPads, other tablets, Smartphones, etc.), distance learning capabilities, SKYPE software, video production equipment, etc.