The California State University
OFFICE OF THE CHANCELLOR

PROGRAM PLANNING RESOURCE GUIDE

Academic Programs and Faculty Development

2018-2019

The California State University
Program Planning Resource Guide
www.calstate.edu/APP

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APP: Fall 2017

Note: Formatting of text will be maintained (hopefully) if the electronic copy is opened in WORD. Saving or opening in an older version (unfortunately) will not format correctly. Please note pagination may not match Table of Contents depending on computer and printer used. WORD versions of specific documents such as the Program Proposal Template and templates in the Tips document may be found in separate links under New Program Development at http://www.calstate.edu/APP .

I. Introduction

The California State University
OFFICE OF THE CHANCELLOR

Academic Programs and Faculty Development
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

Alison M. Wrynn, Ph.D
Interim Assistant Vice Chancellor and Interim State University Dean

Phone 562-951-4672
awrynn@calstate.edu

Fall 2018

Dear CSU Colleagues,

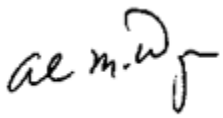
In support of campuses' commitment to high-quality academic programs, the Office of Academic Programs and Faculty Development coordinates and facilitates the review and approval of new academic degree programs and ensures that sufficient faculty, physical facilities and library holdings are linked to academic program planning.

To assist campuses with their academic planning, this guide is a compilation of pertinent laws, statutes, policies, and descriptions of processes used by the Chancellor's Office relating to academic programs. Some of this information is also available on the calstate.edu website at www.calstate.edu/app/policies/ or by searching through the CSU website at www.calstate.edu.

Although this guide is revised and posted yearly, campuses are encouraged to check the APFD website as needed to be sure current information, executive orders, legislation, policies and/or processes that affect academic degree planning are used, and so that this guide can be updated for campus faculty, administrators, and staff use.

Questions about information contained in this guide should be addressed to the office of Academic Programs and Faculty Development at app@calstate.edu.

Sincerely,



Alison M. Wrynn, Ph.D.
Interim Assistant Vice Chancellor, Academic Programs and Faculty Development, and
Interim State University Dean, Academic Programs

Chancellor's Office
Academic Programs and Faculty Development
Staff Directory
(Fall 2018)

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Updated
9/25/18

*If dialing from outside the CO, the phone number is (562) 951-xxxx

The Mission of the California State University

I. The mission of the California State University is:
   - To advance and extend knowledge, learning, and culture, especially throughout California.
   - To provide opportunities for individuals to develop intellectually, personally, and professionally.
   - To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.
   - To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.
   - To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.
   - To prepare students for an international, multi-cultural society.
   - To provide public services that enrich the university and its communities.

II. To accomplish its mission over time and under changing conditions, the California State University:
   - Emphasizes quality in instruction.
   - Provides an environment in which scholarship, research, creative, artistic, and professional activity are valued and supported.
   - Stresses the importance of the liberal arts and sciences as the indispensable foundation of the baccalaureate degree.
   - Requires of its bachelor's degree graduates breadth of understanding, depth of knowledge, and the acquisition of such skills as will allow them to be responsible citizens in a democracy.
   - Requires of its advanced degree and credential recipients a depth of knowledge, completeness of understanding, and appreciation of excellence that enables them to contribute continuously to the advancement of their fields and professions.
   - Seeks out individuals with collegiate promise who face cultural, geographical, physical, educational, financial, or personal barriers to assist them in advancing to the highest educational levels they can reach.

- Works in partnership with other California educational institutions to maximize educational opportunities for students.
- Serves communities as educational, public service, cultural, and artistic centers in ways appropriate to individual campus locations and emphases.
- Encourages campuses to embrace the culture and heritage of their surrounding regions as sources of individuality and strength.
- Recognizes and values the distinctive history, culture, and mission of each campus.
- Promotes an understanding and appreciation of the peoples, natural environment, cultures, economies, and diversity of the world.
- Encourages free scholarly inquiry and protects the University as a forum for the discussion and critical examination of ideas, findings, and conclusions.
- Offers degree programs in academic and applied areas that are responsive to the needs of the citizens of this state and provides for regular review of the nature and extent of these programs.
- Offers or proposes to offer instruction at the doctoral level jointly with the University of California and with private institutions of postsecondary education, or independently in the fields of education, nursing, physical therapy, or audiology where the need is clearly demonstrated.

II. State and Systemwide Regulations Relating to Academic Planning

THE CALIFORNIA STATE UNIVERSITY

OFFICE OF THE CHANCELLOR

BAKERSFIELD
CHANNEL ISLANDS
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
STANISLAUS

December 13, 2005

MEMORANDUM

TO: CSU Presidents

FROM: Charles B. Reed
Chancellor

SUBJECT: Undergraduate Admission Exceptions-Executive Order No. 962

Attached is a copy of Executive Order No. 962, Undergraduate Admission Exceptions. This executive order replaces Executive Order No. 88, Admission of "Exceptions" and Disadvantaged Students, issued February 23, 1970. Since the early 1970s, the Chancellor's Office has prescribed various admission policies that were based on Board of Trustee resolutions and/or existing federal and state requirements. The California State University Office of the University Auditor concluded a systemwide audit of CSU admission (Audit Report Number 04-13, June 24, 2005) that disclosed that Executive Order No. 88 referenced several provisions of Title 5 of the California Code of Regulations that had been amended, renumbered, or terminated. Executive Order No. 962 replaces these outdated references with current Title 5 regulations.

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.

Questions regarding this executive order may be addressed to Dr. James Blackburn, Associate Director of Enrollment Management Services at (562) 951-4726 or jblackburn@calstate.edu.

CBR:lem

Attachment

Distribution: CSU Provosts/Vice Presidents for Academic Affairs
CSU Vice Presidents for Student Affairs
CSU Campus Enrollment Managers
CSU Directors of Admission
Executive Staff, Office of the Chancellor

401 GOLDEN SHORE • LONG BEACH, CA 90802-4210 • (562) 951-4700 • Fax (562) 951-4986 • creed@calstate.edu

Executive Order No. 962

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4726

Executive Order: 962

Effective Date: December 13, 2005

Supersedes: Executive Order No. 88

Title: **Undergraduate Admission Exceptions**

Since the early 1970s, the Chancellor's Office has prescribed various admission policies that were based on Board of Trustee resolutions and/or existing federal and state requirements. The California State University Office of the University Auditor concluded a systemwide audit of CSU admission (Audit Report Number 04-13, June 24, 2005) that disclosed that Executive Order No. 88 referenced several provisions of Title 5 of the California Code of Regulations that had been amended, renumbered, or terminated. Executive Order No. 962 replaces these outdated references with current Title 5 regulations as outlined below:

Section 40900, Title 5 of the California Code of Regulations, General Exceptions

An applicant who is not otherwise eligible for admission as either a first-time freshman pursuant to Article 4 (commencing with Section 40751) or as a transfer student with fewer than 60 semester units commencing with admission to the fall 2005 term pursuant to Article 5 (commencing with Section 40801) may be admitted to a campus provided that the number of applicants enrolled in the California State University pursuant to this Section for any college year shall not exceed four percent of all undergraduate students who enrolled for the first time in the California State University during the previous college year exclusive of those who enrolled after being admitted under the provisions of this article.

From within the four percent limit of all new undergraduates exclusive of those who enrolled after being admitted under the provisions of this article, each campus is allocated exceptional admission "spaces" on a yearly basis. The Chancellor's Office will allocate admission exceptions annually on the basis of campus enrollment needs and histories.

Section 40901, Title 5 of the California Code of Regulations, Exceptions for Applicants to Special Compensatory Programs

An applicant who is not otherwise eligible for admission as either a first-time freshman pursuant to Article 4 (commencing with Section 40751) or as a transfer student with fewer than 60 semester units commencing with admission to the fall 2005 term pursuant to Article 5 (commencing with Section 40801) may be admitted to a campus provided

that (s)he is a disadvantaged applicant for whom special compensatory assistance is available, and provided further that the number of applicants enrolled in the California State University pursuant to this Section for any college year shall not exceed four percent of all undergraduate students who enrolled for the first time in the California State University during the previous college year exclusive of those who enrolled after being admitted under the provisions of this article.

As used in this Section, the term "disadvantaged applicant" means an applicant who comes from a low-income family, who has the potential to perform satisfactorily on the college level, but who has been and appears to be unable to realize that potential without special assistance because of economic or education background.

From within the four percent limit of all new undergraduates exclusive of those who enrolled after being admitted under the provisions of this article, each campus is allocated exceptional admission "spaces" on a yearly basis. The Chancellor's Office will allocate admission exceptions annually on the basis of campus enrollment needs and histories.

Reporting Requirements

The allocation of exceptional admission spaces under Section 40901 is in addition to the annual allocation made under the provisions of Section 40900.

1. Unless specifically permitted by the Chancellor's Office to do otherwise, a campus may not among its new students exceed the number of allocated exceptionally admitted students on an annual basis.

2. Each campus will report annually to the Chancellor's Office on the number of matriculated students who were admitted under the provisions of General Exceptions and Exceptions for Applicants to Special Compensatory Programs.

3. General admission exceptions (Section 40900) and will be reported separately from the exceptional admission to Exceptions for Applicants to Special Compensatory Programs (Section 40901).

4. Additional reports regarding admission exceptions may be required.

Charles B. Reed, Chancellor

Dated: December 13, 2005

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OFFICE OF THE CHANCELLOR

Academic Programs and Faculty Development
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State University Associate Dean

Phone 562-951-4603
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April 11, 2018

Supersedes Coded Memorandum ASA-2017-13

CODED MEMORANDUM **ASA-2018-06**

TO: California Articulation Officers

FROM: Alison M. Wrynn, Ph.D.
State University Associate Dean, Academic Programs

SUBJECT: Systemwide Credit for External Examinations

Background
As directed in Executive Order 1036, Section 1.2.4, the California State University (CSU) faculty has determined passing scores and, when appropriate, certification areas (for General Education Breadth and United States History, Constitution, and American Ideals) for CSU-approved standardized external examinations. The list is available as an attachment and may also be found online on the Cal State Apply website.

Updates
Updates to this coded memorandum include:

a) An addition to the College Board Advanced Placement (AP) chart (AP Computer Science Principles);
b) A new attachment that provides systemwide standards for Defense Language Institute/Defense Language Placement Tests based on American Council on Education recommendations; and
c) A revision to the AP, College-Level Examination Program and International Baccalaureate charts. The "Minimum Semester Credits Earned towards Admission" column was removed as these units are determined by the admitting CSU campus.

Implementation
Note that each CSU campus determines how it will apply external examinations toward credit in the major. For students not already certified in General Education (GE) and/or American Institutions, the campus also determines how to apply credit from such exams toward the local degree requirements.

CSU Campuses
Bakersfield
Channel Islands
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
Stanislaus

Credit Awarded Through Associate Degrees for Transfer
When within the Associate Degree for Transfer (AA-T/AS-T), a California Community College awards course equivalency credit for a CSU-approved standardized external examination – and the student's transcript is annotated to reflect the course to which credit was earned by examination – the CSU campus shall accept the course units awarded. These units shall be applied toward the lowerdivision minimum unit requirement for the CSU degree and, if applicable, toward meeting the minimum unit designation for the CSU major or CSU GE-Breadth requirements. For CSU campuses, entry of this credit to a student's record can be accomplished through multiple methods. In the Common Management System, campuses may use "test credits" (automated or manual) functionality or "other credits" functionality to award the credit.

If there are any questions about test-credit entry, please contact Darlene Daclan, director of Academic Affairs Business Systems, at ddaclan@calstate.edu. If you have any other questions please contact me at awrynn@calstate.edu or (562) 951-4603.

Attachments

c: Dr. Loren J. Blanchard, Executive Vice Chancellor for Academic and Student Affairs
Mr. Eric Forbes, Assistant Vice Chancellor, Student Academic Services
Dr. Christine Mallon, Assistant Vice Chancellor, Academic Programs and Faculty Development State University Dean, Academic Programs
Dr. April Grommo, Director, Enrollment Management Services
Ms. Darlene Daclan, Director, Academic Affairs Business Systems
Dr. Karen Simpson-Alisca, Assistant Director, Undergraduate Transfer Programs and Policy

Nursing Education Pathways
Assembly Bill No. 1295
CHAPTER 283

An act to add Section 89267.5 to the Education Code, relating to nursing degree programs.
[Approved by Governor October 11, 2009. Filed with Secretary of State October 11, 2009.]
legislative counsel's digest

AB 1295, Fuller. Postsecondary education: nursing degree programs.
Existing law establishes the University of California, the California State University (CSU), and the California Community Colleges as the 3 segments of public postsecondary education in this state. Under existing law, the Chancellor of the California Community Colleges is required to encourage community college districts to, and the Chancellor of the California State University is required to, standardize all nursing education program prerequisites on a statewide basis and negotiate and implement articulation agreements among the campuses and districts of these 2 segments. Existing law expresses the intent of the Legislature to encourage CSU to establish partnerships or collaborations with community colleges to facilitate the education of students in bachelor of science in nursing (BSN) or entry-level master's nursing programs.

This bill would require the Chancellor of the California State University to implement articulated nursing degree transfer pathways between the California Community Colleges and CSU prior to the commencement of the 2012–13 academic year. The bill would require the articulated nursing degree transfer pathways to meet prescribed requirements.

The bill would authorize the Chancellor of the California State University and the Chancellor of the California Community Colleges to appoint representatives from their respective institutions to work collaboratively to provide advice and assistance relating to prescribed topics concerning the articulated nursing degree transfer pathways.

The bill would require the Legislative Analyst's Office, by March 15, 2011, to prepare and submit to the Legislature and Governor a report on the status of plans to implement the articulated nursing degree transfer pathways.

The people of the State of California do enact as follows:
SECTION 1. The Legislature finds and declares all of the following:
(a) Access to a quality nursing education through California's public postsecondary institutions is provided through 74 California Community Colleges and 22 California State University (CSU) campuses.
(b) The California Board of Registered Nursing is responsible for approving the comprehensive and quality nursing curriculum provided through the California Community Colleges and CSU and for licensing registered nurses who pass a standardized licensing exam.
(c) In order for California to meet the demand for an increasingly skilled and educated nursing workforce and to address the critical shortage of nurses throughout the state, it is an economic benefit to the state and students to

streamline the community college and the CSU transfer pathway for nursing.
(d) It is estimated that only 20 percent of community college associate degree nurses continue on to obtain a bachelor's degree.
(e) The lack of a common nursing transfer pathway may result in students being required to take duplicative and unnecessary coursework that prolongs the time required to obtain a degree and increases the cost of education to both the student and state. These unnecessary barriers act as a disincentive for students who wish to continue their postsecondary education to earn the bachelor of science in nursing.
(f) California's workforce needs increasingly educated nurses to fill public health nursing positions, to proceed toward completion of a master's degree in nursing, and to fill nursing faculty positions at both the California Community College and CSU level.
(g) A streamlined nursing degree transfer pathway between California Community Colleges and CSU will result in a cost savings to both the student and California, make it less burdensome for community college nursing students to further their education, and reduce the time to degree.
SEC. 2. Section 89267.5 is added to the Education Code, to read:
89267.5. (a) As used in this section, "ADN-to-BSN student" means a person who meets all of the following qualifications:
(1) The person has earned an associate degree in nursing from a California Community College from a program approved by the Board of Registered Nursing.
(2) The person is licensed to work in California as a registered nurse.
(3) The person is applying to the California State University to earn a bachelor of science in nursing.
(b) Prior to the commencement of the 2012–13 academic year, the Chancellor of the California State University shall implement articulated nursing degree transfer pathways between the California Community Colleges and the California State University. The articulated nursing degree transfer pathways shall, at a minimum, comply with both of the following requirements:
(1) A campus of the California State University shall not require an ADN-to-BSN student to complete any duplicative courses for which the content is already required by the Board of Registered Nursing for licensure or that the student has already satisfied by earning the associate degree in nursing and becoming licensed as a registered nurse.
(2) A campus of the California State University shall not require an ADN-to-BSN student, who has taken a prerequisite course at a California community college to earn the associate degree in nursing, to take the same prerequisite course or same content from that prerequisite course at the university for the bachelor of science in nursing degree.
(c) The Chancellor of the California State University and the Chancellor of the California Community Colleges may appoint representatives from their respective institutions to work collaboratively to provide advice and assistance on either or both of the following:
(1) Implementation of the articulated nursing pathways.
(2) Identification of additional components to be included that are consistent with providing ADN-to-BSN students with a streamlined nursing degree transfer pathway consistent with the finding in subdivision (g) of Section 1 of the act that adds this section.
(d) By March 15, 2011, the Legislative Analyst's Office shall prepare

and submit to the Legislature and the Governor a report on the status of plans to implement articulated nursing degree transfer pathways between the California Community Colleges and the California State University. This report may be part of its annual budget report to the Legislature.

89267.5. (a) As used in this section, "ADN-to-BSN student" means a person who meets all of the following qualifications:

(1) The person has earned an associate degree in nursing from a California Community College from a program approved by the Board of Registered Nursing.

(2) The person is licensed to work in California as a registered nurse.

(3) The person is applying to the California State University to earn a bachelor of science in nursing.

(b) Prior to the commencement of the 2012-13 academic year, the Chancellor of the California State University shall implement articulated nursing degree transfer pathways between the California Community Colleges and the California State University. The articulated nursing degree transfer pathways shall, at a minimum, comply with both of the following requirements:

(1) A campus of the California State University shall not require an ADN-to-BSN student to complete any duplicative courses for which the content is already required by the Board of Registered Nursing for licensure or that the student has already satisfied by earning the associate degree in nursing and becoming licensed as a registered nurse.

(2) A campus of the California State University shall not require an ADN-to-BSN student, who has taken a prerequisite course at a California community college to earn the associate degree in nursing, to take the same prerequisite course or same content from that prerequisite course at the university for the bachelor of science in nursing degree.

(c) The Chancellor of the California State University and the Chancellor of the California Community Colleges may appoint representatives from their respective institutions to work collaboratively to provide advice and assistance on either or both of the following:

(1) Implementation of the articulated nursing degree transfer pathways.

(2) Identification of additional components to be included that are consistent with providing ADN-to-BSN students with a streamlined nursing degree transfer pathway consistent with the finding in subdivision (g) of Section 1 of Chapter 283 of the Statutes of 2009.

(d) By March 15, 2011, the Legislative Analyst's Office shall prepare and submit to the Legislature and the Governor a report on the status of plans to implement articulated nursing degree transfer pathways between the California Community Colleges and the California State University. This report may be part of its annual budget report to the Legislature.

The STAR ACT
(SB 1440, The Padilla Transfer Bill)

CALIFORNIA CODES
EDUCATION CODE
SECTION **66745**-66749

66745. This article shall be known, and may be cited as the Student Transfer Achievement Reform Act.

66746. (a) Commencing with the fall term of the 2011-12 academic year, a student who earns an associate degree for transfer granted pursuant to subdivision (b) shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both of the following requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General **Education** Transfer Curriculum (IGETC) or the California State University General **Education**-Breadth Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.

(b) (1) As a condition of receipt of state apportionment funds, a community college district shall develop and grant associate degrees for transfer that meet the requirements of subdivision (a). A community college district shall not impose any requirements in addition to the requirements of this section, including any local college or district requirements, for a student to be eligible for the associate degree for transfer and subsequent admission to the California State University pursuant to Section 66747.

(2) The condition of receipt of state apportionment funding contained in paragraph (1) shall become inoperative if, by December 31, 2010, each of the state's 72 community college districts has submitted to the Chancellor of the California Community Colleges, for transmission to the Director of Finance, signed certification waiving, as a local agency request within the meaning of paragraph (1) of subdivision (a) of Section 6 of Article XIII B of the California Constitution, any claim of reimbursement related to the implementation of this article.

(c) A community college district is encouraged to consider the local articulation agreements and other work between the respective faculties from the affected community college and California State University campuses in implementing the requirements of this section.

(d) Community colleges are encouraged to facilitate the acceptance of credits earned at other community colleges toward the associate degree for transfer pursuant to this section.

(e) This section shall not preclude students who are assessed below collegiate level from acquiring remedial noncollegiate level coursework in preparation for obtaining the associate degree.

Remedial noncollegiate level coursework shall not be counted as part of the transferable units required pursuant to paragraph (1) of subdivision (a).

66747. Notwithstanding Chapter 4 (commencing with Section 66201), the California State University shall guarantee admission with junior status to any community college student who meets all of the requirements of Section 66746. Admission to the California State University, as provided under this article, does not guarantee admission for specific majors or campuses. Notwithstanding Chapter 4 (commencing with Section 66201), the California State University shall grant a student priority admission to his or her local California State University campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the California State University campus to which the student is admitted. A student admitted under this article shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012-13 academic year.

66748. (a) The California State University may require a student transferring pursuant to this article to take additional courses at the California State University so long as the student is not required to take any more than 60 additional semester units or 90 quarter units at the California State University for majors requiring 120 semester units or 180 quarter units. Specified high unit majors shall be exempt from this subdivision upon agreement by the Chancellors of the California State University and the California Community Colleges and their respective academic senates.

(b) Community college transfer units shall not be applicable to upper division requirements at the California State University, unless agreed upon by the local Academic Senates of the California State University and the California Community Colleges and the transferred units do not exceed the required 60 semester units or 90 quarter units required pursuant to paragraph (1) of subdivision (a) of Section 66746.

(c) The California State University shall not require students transferring pursuant to this article to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer granted pursuant to Section 66746.

66749. (a) The Legislative Analyst's Office shall review and report to the Assembly Committee on Higher **Education**, the Senate Committee on **Education**, and the respective **education** finance budget subcommittees of the Assembly and the Senate in the spring of 2012, an update on the implementation of this article.

(b) The Legislative Analyst's Office shall also review and report to the Assembly Committee on Higher **Education**, the Senate Committee on **Education**, and the respective **education** finance budget

subcommittees of the Assembly and the Senate, within four years of implementation of this article, on both of the following:

(1) The outcomes of implementation of this article, including, but not limited to, all of the following:

(A) The number and percentage of community college students who transferred to the California State University and earned an associate degree for transfer pursuant to this article.

(B) The average amount of time and units it takes a community college student earning an associate degree for transfer pursuant to this article to transfer to and graduate from the California State University, as compared to the average amount of time and units it took community college transfer students prior to enactment of this article, and compared to students using other transfer processes available.

(C) Student progression and completion rates.

(D) Other relevant indicators of student success.

(E) The degree to which the requirements for an associate degree for transfer take into account existing articulation agreements and the degree to which community colleges facilitate the acceptance of credits between community college districts, as outlined in subdivisions (c) and (d) of Section 66746.

(F) It is the intent of the Legislature that student outcome data provided under this subdivision include the degree to which the California State University was able to accommodate students admitted under this article to a campus of their choice and a major that is similar to their community college major.

(2) Recommendations for statutory changes necessary to facilitate the goal of a clear and transparent transfer process, including whether this article should be made applicable to students transferring from community colleges to the University of California.

The California State University
OFFICE OF THE CHANCELLOR

Academic Affairs
401GoldenShore,
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Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer
562-951-4710/FAX 562-951-4986
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October 4, 2011

Code: AA-2011-14

M E M O R A N D U M

TO: Presidents

FROM: Ephraim P. Smith
Executive Vice Chancellor and Chief Academic Officer

SUBJECT: CSU Definition of Credit Hour

Historically, the California State University has used the equivalent of the Carnegie Unit for measuring and awarding academic credit that represents student work and achievement. In the CSU, the credit hour measure we have used has also been consistent with requirements of our accreditor, the Western Association of Schools and Colleges (WASC).

As of July 1, 2011 federal law (600.2 and 600.4) now requires all accredited institutions to comply with the federal definition of the credit hour, which appears below. The federal definition is consistent with CSU practice, but is defined systemwide for the first time. Effective immediately, for all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

As in the past, a credit hour is assumed to be a 50-minute (not 60-minute) period. In courses, such as those offered online, in which "seat time" does not apply, a credit hour may be measured by an equivalent

amount of work, as demonstrated by student achievement. WASC shall require its accredited institutions to comply with this definition of the credit hour; and it shall review periodically the application of this credit-hour policy across the institution, to ensure that credit hour assignments are accurate, reliable, appropriate to degree level, and that they conform to commonly accepted practices in higher education.

ES/clm

cc: Charles B. Reed, Chancellor
CSU Executive Staff
CSU Provosts/Vice Presidents of Academic Affairs
CSU Vice Presidents of Finance
CSU Vice Presidents of Student Affairs
CSU Associate Provosts/Associate Vice Presidents, Academic Affairs
CSU Deans of Graduate Study
CSU Deans of Undergraduate Study
CSU Directors of Financial Aid
Mr. Eric Forbes, Assistant Vice Chancellor, Student Academic Support
Dr. Philip Garcia, Senior Director, Analytic Studies
Dr. Marsha Hirano-Nakanishi, Assistant Vice Chancellor, Academic Research and Resources
Mr. Dean Kulju, Director Financial Aid Services and Programs
Dr. Christine Mallon, State University Dean, Academic Programs and Policy
Dr. Margaret Merryfield, Senior Director, Academic Human Resources
Dr. James Postma, Chair, Academic Senate, CSU
Mr. Jim Spalding, Director, Summer Arts
Ms. Sheila Thomas, Dean, Extended Education
Mr. Leo Van Cleve, Director, International Programs
Dr. Ron Vogel, Associate Vice Chancellor, Academic Affairs
Dr. Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs

June 9, 2014 **A Revised EO 1099 is anticipated October 2018**

M E M O R A N D U M

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

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

Academic Programs and Curriculum Policies

The California State University
OFFICE OF THE CHANCELLOR

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Title 5 Section 40508
Bachelor's Degree: Total Units

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees

§ 40508. The Bachelor's Degree: Total Units.

Each campus shall establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 semester units. As of the fall term of the 2014-15 academic year, no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units, with the exception of the Bachelor of Architecture, Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Landscape Architecture degrees. The Chancellor may authorize exceptions to system or campus requirements for degree programs. In fulfillment of this regulation, the Chancellor after consultation with discipline faculty and other appropriate individuals may require adjustments to program requirements in order to achieve the 120-unit maximum.

NOTE: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

§ 40500. Bachelor of Arts Degree: Required Curriculum.
5 CA ADC § 40500
BARCLAYS OFFICIAL
CALIFORNIA CODE OF REGULATIONS

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees
5 CCR § 40500

§ 40500. Bachelor of Arts Degree: Required Curriculum
To be eligible for the Bachelor of Arts degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major ..... 24 semester units (36 quarter units).
There shall be one major with a minimum of 24 semester units (36 quarter units). At least 12 semester units (18 quarter units) in the major shall be upper division courses or their equivalent. The maximum number of units shall be determined by the campus.

(c) Additional Units. Units to complete the total required for the degree may be used as electives or to meet other requirements.

(d) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Arts Degree, of which at least 40 (60 quarter units) shall be in the upper division credit, shall be 124 semester units (186 quarter units). For candidates for the Bachelor of Arts degree who are meeting graduation requirements established between the 2000-01 and through the 2013-14 academic years, a minimum of 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent. For candidates for the Bachelor of Arts degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer and no more than 120 semester units shall be required, including at least 40 semester units in upper-division courses or their equivalent, unless the Chancellor grants an exception.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

HISTORY

1. New section filed 7-11-80; effective thirtieth day thereafter (Register 80, No. 28).
2. Amendment of N OTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 33).
3. Amendment filed 8-11-82; effective thirtieth day thereafter (Register 82, No. 33).
4. Amendment of subsection (a) and N OTE filed 9-16-91; operative 10-16-91 (Register 92, No. 2).
5. Amendment of subsections (d) and (e) filed 8-11-2000; operative 8-11-2000. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register 2000, No. 39).
6. Amendment of section heading, repealer of first paragraph and removal of first version of section 40500 (applicable to students entering the curriculum prior to the commencement of the 1981-82 academic year) filed 7-19-2004; operative 7-19-2004. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register 2004, No. 36).
7. Amendment of subsection (b), repealer of subsection (c), subsection relettering and amendment of newly designated subsection (d) filed 8-9-2012; operative 8-9-2012 pursuant to Education Code section 89030.1. Submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 2012, No. 32).
8. Amendment of subsection (d) filed 2-11-2013; operative 2-11-2013. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register 2013, No. 7).

This database is current through 8/18/17 Register 2017, No. 33
5 CCR § 40500, 5 CA ADC § 40500

§ 40501. Bachelor of Science Degree: Required Curriculum.
5 CA ADC § 40501
BARCLAYS OFFICIAL
CALIFORNIA CODE OF REGULATIONS

Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 6. Undergraduate Degrees

5 CCR § 40501
§ 40501. Bachelor of Science Degree: Required Curriculum.

To be eligible for the Bachelor of Science degree, the candidate shall have completed the following requirements:

(a) General Education-Breadth Requirements. The courses in General Education-Breadth Requirements shall be distributed in the manner prescribed in Sections 40405-40405.4.

(b) Major ..... 36 semester units.
There shall be one major with a minimum of 36 semester units. At least 18 semester units in this major shall be upper division courses or their equivalent. The maximum number of units shall be determined by the campus.

(c) Total. For candidates electing, pursuant to Section 40401, to meet graduation requirements established prior to the 2000-01 academic year, the total semester units required for the Bachelor of Science degree shall be 124 to 132 semester units, as determined by each campus, except that 140 semester units may be required in engineering. For candidates for the Bachelor of Science degree who are meeting graduation requirements established between the 2000-01 and 2013-14 academic years, a minimum of 120 semester units shall be required. For candidates for the Bachelor of Science degree who are meeting graduation requirements established during or after the 2013-14 academic year, no fewer and no more than 120 semester units shall be required, unless the Chancellor grants an exception.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code.

HISTORY
1. New section filed 7-11-80; effective thirtieth day thereafter (Register 80, No. 28).
2. Amendment of N OTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).
3. Amendment of subsection (b) filed 8-11-82; effective thirtieth day thereafter (Register 82, No. 33.)
4. Amendment of subsection (a) and NOTE filed 9-16-91; operative 10-16-91 (Register 92, No. 2).
5. Amendment of subsection (c) and last paragraph filed 8-11-2000; operative 8-11-2000. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register

2000, No. 39).
6. Amendment of section heading, repealer of first paragraph and removal of first version of section 40501 (applicable to students entering the curriculum prior to the commencement of the 1981-82 academic year) filed 7-19-2004; operative 7-19-2004. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register 2004, No. 36).
7. Amendment of subsection (c) filed 2-11-2013; operative 2-11-2013. Submitted to OAL for printing only pursuant to Education Code section 89030.1 (Register 2013, No. 7).
This database is current through 8/18/17 Register 2017, No. 33
5 CCR § 40501, Previous Term **5 CA ADC § 40501**Next Term

Reducing Total Units Required for a Bachelor's Degree

In July 2000, the Board of Trustees amended Title 5 to reduce the minimum total units required for a bachelor's degree to 120 semester units (180 quarter units) and to require campuses to monitor degree requirements.

> § 40508. The Bachelor's Degree: Total Units.
> Each campus shall establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 semester units. As of the fall term of the 2014-15 academic year, no baccalaureate degree programs shall extend the unit requirement beyond 120 semester units, with the exception of the Bachelor of Architecture, Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Landscape Architecture degrees. The Chancellor may authorize exceptions to system or campus requirements for degree programs. In fulfillment of this regulation, the Chancellor after consultation with discipline faculty and other appropriate individuals may require adjustments to program requirements in order to achieve the 120-unit maximum.

A campus may establish a higher unit requirement for certain majors to ensure that students have achieved the knowledge and skills ordinarily expected of graduates in those fields, but new programs must be approved by the Chancellor's Office, and the expectation is that most programs will be designed to allow students to complete the degree with no more than 120 units.

BA/BS Degrees in a Single Discipline – Developments and Issues
Staff Paper, Educational Programs and
Resources, September 1980

The Division of Educational Programs and Resources is concerned about the increasing frequency with which campuses request adding BS degrees to existing BA degrees or vice versa in a number of fields, but primarily in the math and science disciplines. Doubtless, the reasons for this development are complex, and many are valid. This paper is intended to itemize the concerns of the Division of Educational Programs and Resources, suggest alternatives which should be considered before such proposals are made, and describe the issues that should be addressed in any proposal for authorization to award both the BA and the BS.

Both nationally and in The CSUC, there exist no commonly accepted definitions which would distinguish the bachelor of arts degree from the bachelor of science. For any discipline, examples may be found within and without the CSUC where similar curricula lead to the BA at one institution and the BS at another. Within the CSUC, Title 5 sets differential unit minima for majors leading to the BA or BS, and authorizes but does not mandate an additional total unit requirement for the BS. The Division of Educational Programs and Resources has generally sought to insure that curricula leading to the BS contained a science or mathematics component. Beyond these minimal guidelines, the choice of BA or BS degrees has been locally determined by individual departments and campuses in accordance with rationales which are uniquely their own. In this respect, it is important to point out that lacking uniform definitions, each campus which proposes offering both degrees needs to justify the need for both de novo--there are no prior or standard assumptions about what a BS or BA is or the purpose served by one in contrast to the other.

Concerns Relating to the Offering of Both the BA and the BS by a Single Department

1. Resource Requirements

Typically, no new courses are required to revise a curriculum so that it has tracks leading to both BA and BS certification. But when the added program is a BS, as it usually is, the result is often a more substantial major in terms of the overall units taken in the discipline. This may require that sections be scheduled with greater frequency, thereby requiring more faculty time. The development of specialized tracks may also commit the department to offering some sections with greater regularity so that students will not be delayed in completing their objectives. While an academic rationale may indeed justify the resource commitment, the failure to recognize that such a commitment is being made prevents the kind of resource assessment suggested in EP&R 79-72--namely the identification of foregone opportunity costs. The commitment is one which should be weighed against other campus priorities.

2. Loss of flexibility

When the addition of a BA or a BS requires that specialized tracks be developed, the result is generally more specialized curricula and a loss of flexibility for students. The elective component of the major or the degree is often eroded. The question of general versus specialized preparation, while not resolved, is worthy of consideration and debate before curricula are divided into such tracks.

3. Hierarchy

Many proposals for dual degree offering suggest that one degree will be more rigorous in its requirements than the other. The distinctions between the preeminent degree and the “second class”

degree are generally acutely felt by students, and it is a matter of no small concern that a number of proposals suggest that the less rigorous program will prepare teachers and the more rigorous will serve as preparation for graduate school and professional work. Such a rationale is not consistent with years of state and system efforts to upgrade teacher preparation. Moreover, distinctions based on graduate school or career tracks often assume that students have more control over their futures than may in fact be the case. Often, the more specialized the track, the more limited is the graduate in exercising his/her options.

Questions to be Addressed in Submitting Proposals for Dual Degree Authorization

There exists a longstanding Trustee policy against degree proliferation which we are enjoined to uphold. In reviewing requests to extend the baccalaureate, we note that the rationale is often unconvincing and contradictory. For example, one argument frequently expressed is that providing several tracks under existing degree majors to meet the diverse interests and career goals of students make the curricular delineation too complex. Yet, provision of multiple tracks--even of varying unit requirements--under a single degree major has for years been valid and useful. Campuses need to affirm when they request the two separate degrees in a discipline that they considered this alternative as the last, rather than the first and only. The preferred and clearly non-proliferative route is offering a single, flexible degree which meets the diverse needs of students.

A solid academic rationale should underlie any request, and where such a rationale exists, it is important that the resource effects of the change be carefully evaluated. To ensure that the import of the request has been carefully assessed and that both the campus and this office have sufficient information on which to make decisions with regard to Academic Master Plan projection and degree approval, we have developed a series of questions for which answers and documentation should be considered by the campus before submitting an Academic Mater Plan request and provided to his office at the time actual degree approval is sought.

1. What circumstances precipitated the department to request adding a degree designation? Do the reasons appear valid? What are the advantages?

2. What process did the department go through in reaching the determination that extending the degree is justified? What is the evidence that the request represents the last recourse rather the first and only?

    a. What is the general practice in the field? Does the pertinent accrediting agency have a preference?

    b. Did the department ascertain whether a shift in type of degree (i.e., from BA to BS) would accomplish the aim stated under item 1 satisfactorily?

    c. Did the department attempt to integrate the new curriculum (track) within the existing major by making the latter more flexible in meeting the diverse needs of students? Was a curricular model devised? Wherein was it inadequate?

    d. Was thorough analysis conducted to determine the resource impact of adding a degree (i.e., effect on course and section offerings, enrollment, faculty assignments, etc.)?

    e. Does evidence exist that sufficient student demand exists for each track to warrant its implementation and continuation?

3. How does the campus propose to evaluate the cumulative effects of extending degrees in several disciplines? How does the campus anticipate allocating the resources necessary to ensure the viability of the new degree(s)?

4. Is the request consistent with the overall campus criteria, guidelines, or policy covering the differentiation of degrees? If the campus has no criteria, it is urged to develop them as a precondition to approval.

5. Would students in any of the tracks be precluded from further graduate or professional study in the event they decided at a later time to pursue advanced study?

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
P.O. Box 1590
Long Beach, California 90801-1590
(213) 590-5527

Code EP & R 85-13

Date: March 19, 1985

To: Vice Presidents, Academic Affairs

From: Anthony J. Moye
Associate Vice Chancellor
Educational Programs and Resources

Subject: Guidelines for Breadth in New Bachelor's Degree Majors

I am pleased to forward to you a white paper outlining concerns about specialization in new bachelor's degree majors. The white paper was prepared in the Division of Educational Programs and Resources, reviewed by the Committee on Academic Planning and Program Review, and its promulgation was endorsed and supported by the Academic Senate in accordance with the attached Senate resolution.

The paper contains some guidelines that would be quite useful for campus faculty senates as they review projections for the Five-Year Academic Plan. It serves at the same time to describe an important concern of this office that has arisen over the past few years as proposals for increasingly narrow new majors have been received in connection with campus academic plan submissions. While the attached is not a policy document, it is our intent to refer to it in the review of the forthcoming Academic Plan submissions when proposals are received that do not appear to meet the "durability" criterion. We would therefore appreciate your distributing the document to faculty and administrators involved in the development and review of academic programs.

We are most appreciative for the assistance and encouragement of the Statewide Academic Senate in reviewing the document and supporting its dissemination.

Attachment
Distribution:
Presidents – w/a
Associate Academic Vice Presidents and Deans of Academic Planning- w/a
Deans of Undergraduate Studies – w/a
Deans of Graduate Studies – w/a
Chairs, Campus Academic Senates – Councils – w/a
CSSA Liaison – w/a
Office of the Legislative Analyst – w/a
Committee on Academic Planning and Program Review – w/a
Dr. Norman Charles, CPEC – w/a
Chancellor's Office Staff – w/o

POLICY GUIDLELINES FOR BREADTH IN NEW BACHELOR'S DEGREE MAJORS

Each California State University annually updates its Academic Master Plan--a five-year projection of new degree majors. Recent plans have revealed a trend toward creating new bachelor's degree majors from fields previously offered as specializations within broader subjects. The trend is observable in professional and liberal arts disciplines alike. For example, unique degrees in Small Business Management, previously a subset of Business, and in Publishing and Editing, traditionally part of English majors, have been among those proposed. There is a potential problem if the increasing specialization works against achieving some of the other expressed goals for the bachelor's degree; if it limits students' options in a changing environment; and if, as a result, it does not serve students or society well.

The purpose of this paper is to address one aspect of specialization in bachelor's degrees, namely the development of new degree majors that are highly specialized in title, content, or both. The paper proposes some guidelines for campus use in reviewing Academic Master Plan proposals for bachelor's degree majors when those majors are in specialized subjects not generally or previously offered as majors in four-year colleges. Campus may wish to add to these guidelines some of their own guidelines relating to specialization in options and concentrations.

Reasons for Increasing Specialization

Advances in knowledge typically cause changes in academic discipline content and structure and sometimes lead to whole new configurations. Some changes are critical to the vitality of the academic enterprise. But it appears that the current trend has among its causes several that are unrelated to a conception of the best ordering of knowledge or optimal ways of imparting values, understandings, theory and competence. The kind of specialization currently observable in new majors (and sometimes in changes within existing majors) appears instead to result from artificial pressures. Some of the pressures arise from business and industry and from public officials concerned about the state of local or regional economies. Some arise from within the university by those anxious to provide an apparent variety of choice in curriculum without major resource expenditure or in response to enrollment pressures. But primarily the pressures are coming from students who associate specializations of program title, content, or both, with enhanced employability or graduate school admission. In the fall of 1983, the annual ACE-UCLA national survey of freshmen revealed that the ability to get a better job was cited by freshmen more often (76.2% of respondents) than any other reason for attending college. Surveys of faculty have suggested a disjunction between faculty and students in this respect. However, there are genuine differences of opinion about the desirability of narrowing the focus of bachelor's degree majors. On the one hand, Bradford College president Art Levine has called the current curriculum a victim of the survival ethic. Others argue that most if not all important outcomes of college are independent of the major, and that any subject can be taught in ways that produce breadth and perspective

The Problem

We assume that most students, while generally needing to update their specialized skills and knowledge from time to time, will nevertheless earn only one bachelor's degree in their lives. If we assume that the title and content of that degree continue to carry some kind of lifetime importance, then degree majors should be designed for comprehensiveness and durability--no matter how young or old the student. The comfort of knowing that there will be easy access to continuing education--the lifelong learning society--may lull us into neglecting responsibilities to ensure that the bachelor's degree major is as comprehensive and enduring as it can possibly be. Specialized programs that use identified occupations or skills as their titles and their knowledge bases may enhance immediate

employability, but they probably do so at the expense of long term job satisfaction, adaptability, mobility, and employability. It may also be at the
expense of limiting the broadening of perspectives which might enhance creativity or the ability to synthesize or to have enriched experiences in the work environment. Specialized programs not related to specific jobs may deny students both employability and breadth. This has always been the case, but it seems especially so given what we can reasonability expect of the future. The "post-industrial society,"
the "information economy," "the telecommunications age," and the "post-Gutenberg era" may be overused slogans, but they suggest something important about planning bachelor's degree majors: Imbuing the major with any kind of enduring value for students will require more effort than ever. Even with that effort and with lifetime opportunities for continuing education, that durability is threatened. It has been speculated that within a few decades, everyone in the country will have access to nearly all accumulated information and knowledge. That is good new for those who value knowledge and learning. But even if general education programs succeed in imparting the understandings and skills needed by students to sort and use these quantities of information, we have not done enough for students or for society.

Steven Muller, President of the Johns Hopkins University, has wondered: "If we are serious about educating people to solve problems, is there anything left that enables people to integrate what they know because we have compartmentalized knowledge so much? Are we in danger of having people who can manipulate data and hide it in compartmentalized ways?

Some Topics for Discussion

While there are some convincing arguments for durability in the names and the content of bachelor's degree majors, there are some questions and issues which have no easy answers. Some question that the bachelor's degree will survive as currently structured, yet proposals for new majors appear regularly and must be reviewed conscientiously. If knowledge "keeps no better than fish" can we develop and state any reasonable expectations about the durability of the major for any given student? Can expectations about comprehensiveness be framed? What are our obligations to students, many of whom will not again be able or willing to invest the concentrated time required to compete a major? What guidelines will campus faculty use in deciding what kinds of majors should lead to the bachelor's degree? When majors are proposed which have not previously been offered at four-year colleges, what criteria shall be applied to determine their propriety? Can some common understandings, theories, and contexts be identified for these decisions? At least a short list would include the ability to develop and extend knowledge in the discipline--beyond existing limits.

Review Guidelines

Guidelines are needed for campus review of new academic master plan proposals, and those suggested here could be profitably refined after thoughtful campus discussion. The following guidelines are tentatively suggested for situations involving the elevation of options or specializations to degree status or for cases where highly specialized degrees not usually offered in four-year institutions are under consideration. The guidelines assume that "broadly based degrees of high academic quality" remain the norm in The California State University, and that specialized degree programs are added only when there is compelling academic rationale to add them.

1. Are there alternative curricular structures that would better serve the purposes proposed?--i.e., should the subject be offered as a certificate, a minor, or an option or concentration? Is the subject matter sufficiently complex to consider offering the program as a master's degree only? Might it be appropriate as a post-baccalaureate certificate?

2. Is there a body of knowledge which has become so sizable that unique degree status is a consequence or advancement of knowledge?

3. If the proposed degree program is preparatory to a specific occupation:

    a. Is the occupation likely to exist over the lifetime of the student?

    b. What is the probable lifetime of the knowledge or information that will be parted in this major? Is the answer one that is satisfactory to the University?

4. Is the preparation narrowly conceived? If so, are there ways that preparation (and title) can be broadened?

5. Is the major accurately named? -- i.e., is the title so narrow that it unnecessarily restricts student employment opportunities and mobility?

6. Does the major use as its foundation and prerequisites the methods, processes, skills and knowledge of a core or basic academic discipline? If not, should it be offered at all?

7. Is the size of the major and degree of specialization going to be such as to call into question the broadly based nature of the bachelor's degree itself?

8. What provisions have been made to insure continued breadth in the major?

Division of Educational Programs and Resources
August 1984
Revised February 1985

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1535-84/AA
November 8-9, 1984

GUIDELINES ON NEW BACHELOR'S DEGREE MAJORS

WHEREAS, The Chancellor's Office has prepared "Policy Guidelines for Breadth in New Bachelor's Degree Majors" which offer campuses guidance on review of such proposals; and

WHEREAS, It is now proposed to promulgate these guidelines but only after consideration by the Academic Senate of The California State University; and

WHEREAS, The guidelines provide a thoughtful focus on the possibility that new bachelor's degree majors may be narrowly specialized, as a result of external or internal pressures, in response to short term job market demands or other popularization of subject matter; and

WHEREAS, Traditionally the baccalaureate degree contains the broadening and liberalizing aspects of general education as well as the broad focus across the academic discipline of the major, including some opportunity for detailed study; and

WHEREAS, Two recently published reports, "Involvement in Learning: Realizing the Potential of American Higher Education" and "To Reclaim a Legacy," comment on the risks presented by increasing specialization in the major, and

WHEREAS, Opportunity for narrow specialization is generally found at the graduate level or in the ability to add an option or concentration within the degree designation, the use of "special major" or through certificate programs; and

WHEREAS, There is no question that new bachelor's degree majors are created in response to growth of knowledge and are or become in every way legitimate academic disciplines; now therefore be it

RESOLVED: That the Academic Senate of The California State University endorse and support the promulgation of the attached "Policy Guidelines for Breadth in New Bachelor's Degree Majors"; and be it further

RESOLVED: That the Academic Senate CSU recommend that each campus use the "Policy Guidelines for Breadth in New Bachelor's Degree Majors" when approving new degree programs.

APPROVED WITHOUT DISSENT March 7-8, 1985

THE CALIFORNIA STATE UNIVESITY AND COLLEGES
OFFICE OF THE CHANCELLOR
5670 Wilshire Boulevard
Los Angeles, California 90036

May 24, 1973

AP&RP 73-37

TO: Deans of Academic Planning

FROM: Gerhard Friedrich
State University Dean
Academic Program and Resource Planning

SUBJECT: Procedures Pertaining to Submission of Proposals for Performance-Oriented Degrees in the Arts

This memo is a follow-up to AP&RP 73-16 (April 5, 1973), and provides information on procedures with regard to submitting proposals for performance-oriented degrees. The Board of Trustees resolution of March 28, 1973, authorizing the awarding of such degrees and defining limits on program implementation, is attached. These limits will be observed through the academic master planning process and the review of degree proposals.

Campuses submitting proposals for performance-oriented degrees in art, drama, and music should use the degree proposal format included in the April 1973 report, Academic Program and Resource Planning in The California State University and Colleges, beginning on page 165, and provide the following supplementary information:

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. The limits must be strictly enforced.

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 NASM/NASA visiting team's report, with an indication of what the department has done to respond to any suggestions for improvement.

The necessity for this supplementary information arises not only from the recommendations of the Performing Arts Report itself, but also from the requirement to submit all proposals for performance-oriented degrees to the Coordinating Council for Higher Education for "review and comment."

Item 5 of the attached Trustee resolution indicates that one prerequisite for approval of performance-oriented degrees is accreditation by the appropriate national specialized agency--The National Association of Schools of Music (NASM) and the National Association of Schools of Art (NASA), both of which are recognized by the National Commission on Accrediting. It should be noted that the National Association of Schools of Theatre (NAST) is now seeking official recognition from the National Commission on Accrediting; if or when such recognition is received, NAST accreditation of existing programs in drama/theatre arts will be a prerequisite for offering B.F.A./M.F.A. degrees in this field.

Currently, the number of performance-oriented degree programs projected on the Academic Master Plan considerably exceeds the number authorized for implementation. It is therefore requested that only those proposals fully meeting all of the established guidelines be submitted for 1973-74 implementation. Priorities for implementation beyond that date will be subject to careful review within the context of academic master planning.

We appreciate your continued patience and understanding as we strive to meet the Trustees' guidelines and at the same time realistically accommodate the expressed aspirations of the campuses during the initial phase-in period.

If you have any questions pertaining to these procedures, please direct them to Dr. John Baird, Deputy Dean for Instructional Programs, Ext. 271.

GF/pz

Attachment

Copies to: Presidents
Vice Presidents for Academic Affairs
Chancellor's Staff

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

BAKERSFIELD
CHANNEL ISLANDS
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SAN DIEGO
SAN FRANCISCO
SAN JOSÉ
SAN LUIS OBISPO
SAN MARCOS
SONOMA
STANISLAUS

August 23, 2011

MEMORANDUM

TO: CSU Presidents

FROM: Charles B. Reed
Chancellor

SUBJECT: Graduation Requirements in United States History, Constitution and American Ideals—Executive Order No. 1061

Attached is a copy of Executive Order No. 1061, which supersedes Executive Order 405. This policy introduces Title 5-authorized provisions for exceptions to the American Institutions graduation requirements in cases of demonstrable hardship, for professional high-unit majors, and in cases in which campuses cannot otherwise meet legislatively mandated unit limitations on CSU bachelor's degree programs that are articulated with community college associate's degree program. The policy grants American Institutions exemptions to students who are enrolled in CSU bachelor's programs and have previously earned a bachelor's degree from an accredited institution—or have completed an equivalent preparation.

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 contact the Office of Academic Programs and Policy at (562) 951-4672.

CBR/clm

Attachment

c: Dr. James Postma, Chair, Academic Senate CSU
Provosts/Vice Presidents for Academic Affairs
Associate Provosts/Associate Vice Presidents for Academic Affairs
Deans of Undergraduate Studies
Directors of Admissions and Records
Executive Staff, Office of the Chancellor

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4672

Executive Order: 1061

Effective Date: August 23, 2011

Supersedes: Executive Order No. 405

Title: Graduation Requirements in United States History, Constitution and American Ideals

This executive order is issued pursuant to Section 40404 of Title 5 of the California Code of Regulations. Its purpose is to establish guidelines for the administration of Section 40404 by prescribing the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements of Section 40404. This executive order also describes requirements and procedures whereby other accredited institutions may certify that the requirements of Section 40404 have been satisfied.

I. Content of Course and Examination Designated as Meeting Requirements of Section 40404

A. Any course or examination that addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph I.A. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.

2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.

3. The events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.

B. Any course or examination that addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government must address all of the subject matter elements identified in the following subparagraphs of this paragraph I.B. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.

2. The rights and obligations of citizens in the political system established under the Constitution.

3. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.

4. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.

II. Certification

Students transferring from other accredited institutions of collegiate grade will be deemed to have met the requirements of Part I if the president of a regionally accredited institution or designee certifies that all requirements of Title 5, Section 40404 and the guidelines of this executive order have been met by satisfactory completion of course(s) or examination(s) at the baccalaureate level. Such certification shall be recognized by any campus of the California State University.

III. Procedures for Certification

The procedures for certification shall be those established for certification of General Education-Breadth Requirements (see Executive Order No. 342), modified as follows:

A. Certification means that the entire requirement has been met. Partial certification is not authorized.

B. Certification addresses satisfaction of the requirement only. It does not address credit for the units completed. When baccalaureate course credit or general education-breadth credit is involved, certification shall be accomplished according to established procedures for those purposes (see Executive Orders 167 and 1033).

C. A list of courses and examinations to be used for certification shall be appended to preliminary and final general education course lists provided for in Executive Order 1033 together with a statement that such courses and examinations cover all subject matter elements set forth in Part I of this executive order.

IV. Authorization to Grant Exceptions

Exceptions to the foregoing requirements may be authorized under the following circumstances:

A. For students who are enrolled in California State University degree major programs and who transferred from a California community college, the chancellor may authorize exceptions to the requirements specified herein if:

1. The California State University baccalaureate degree major programs are mandated by law to articulate with California Community College associate degree programs; and

2. The bachelor's degree programs are limited by law to 120 total semester units (180 quarter units); and

3. The campus opts not to mandate that the requirements herein be completed in satisfaction of CSU General Education Breadth upper-division requirements ("double counted"); and

4. The campus opts not to mandate that the requirements herein be completed in lieu of requirements in the degree major or double count in satisfaction of requirements in the degree major; and

5. The campus opts not to mandate that the requirements herein be completed in lieu of local, campus-specific graduation requirements or double count in satisfaction of local, campus-specific graduation requirements; and

6. There are no available elective units in the degree program.

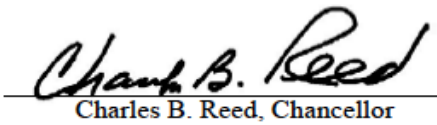
B. On a program-by-program basis, for high-unit professional degree major programs, the chancellor may authorize campus-approved proposed exceptions to the requirements specified herein.

C. In individual cases of demonstrable hardship, the appropriate campus authority may grant exceptions to the requirements specified herein.

D. A postbaccalaureate student who is enrolled in a baccalaureate degree program shall not be subject to the requirements set forth in this section if:

(1) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

(2) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.



Charles B. Reed, Chancellor

Dated: August 23, 2011

BAKERSFIELD
CHANNEL ISLANDS
CHICO
DOMINGUEZ HILLS
EAST BAY
FRESNO
FULLERTON
HUMBOLDT
LONG BEACH
LOS ANGELES
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MONTEREY BAY
NORTHRIDGE
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SAN MARCOS
SONOMA
STANISLAUS

THE CALIFORNIA STATE UNIVERSITY

OFFICE OF THE CHANCELLOR

August 23, 2017

M E M O R A N D U M

TO: CSU Presidents

FROM: Timothy P. White
Chancellor

SUBJECT: General Education Breadth Requirements—Executive Order 1100
Revised August 23, 2017

Attached is a copy of Executive Order 1100, revised August 23, 2017, relating to the California State University General Education Breadth (CSU GE Breadth) requirements. This policy supersedes Executive Order 1100, which was issued on February 16, 2015. The policy incorporates changes recommended by faculty, students, administrators and the Academic Senate CSU regarding how systemwide GE policy can better: (1) clarify requirements, (2) ensure equitable opportunity for student success, and (3) streamline graduation requirements. Additionally, the revised executive order includes a revised definition for mathematics/quantitative reasoning (CSU GE Breadth Subarea B4), in response to recommendations from a variety of sources.

In accordance with California State University policy, 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 contact 562-951-4603.

TPW/clm

Attachments

c: CSU Office of the Chancellor Leadership
Dr. Christine Miller, Chair, Academic Senate CSU
Provosts/Vice Presidents for Academic Affairs
Associate Provosts/Associate Vice Presidents for Academic Affairs
Articulation Officers

Deans of Undergraduate Studies
Directors of Admissions and Records
Directors of General Education
Deans of Undergraduate Studies

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4603

Executive Order: 1100 Revised August 23, 2017

Effective Date: August 23, 2017

Supersedes: Executive Order 1100 (effective date February 16, 2015)

Title: CSU General Education Breadth Requirements

This executive order is issued pursuant to Education Code 66763, Title 5, *California Code of Regulations*, sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.3, 40405.4, and 40508, and the Standing Orders of the Board of Trustees, Section II(a).

This executive order is intended to establish a common understanding of the requirements for CSU General Education Breadth (GE) and to provide for the certification of courses completed by transfer students at regionally accredited institutions. Reciprocity among CSU campuses for full and subject-area completion of lower-division GE Requirements is also addressed in this executive order. This executive order is effective for students subject to the fall 2018 and subsequent catalog years.

This document also addresses:

- **Applicability of the policy (Article 1, page 69)**,
- **Patterns that fulfill General Education requirements (Article 2, page 70)**,
- **Premises of CSU General Education Breadth (Article 3, page 5)**,
- **Distribution of General Education Breadth units (Article 4, page 6)**,
- **Transfer and articulation (Article 5, page 9)**,
- **Implementation and governance (Article 6, page 16)**.

Article 1. Applicability

1.1 Prior to Completion of CSU Lower-Division General Education Breadth Requirements

The requirements, policies and procedures adopted pursuant to this executive order are effective for students subject to the fall 2018 and subsequent catalog years who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges (CCC) and who have not satisfied lower-division general

education requirements according to the provisions of Title 5 Section 40405.2 or 40405.3.

1.2 Subsequent to Completion of Entire CSU General Education Breadth Requirements

Subsequent to completion of CSU GE lower-division and upper-division requirements, a student shall not be required to satisfy additional exclusively general education breadth requirements.

Article 2. Fulfilling CSU General Education Breadth Requirements

2.1 CSU GE Breadth Patterns

Policies adopted by the Board of Trustees in July 1991 provide three optional patterns for undergraduate students to fulfill CSU GE requirements:

a. CSU General Education Breadth

Fulfillment of CSU GE requirements (Title 5, Section 40405.1), includes lower-division certification by a California Community College or a CSU, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units each (or 4 quarter units) each in Areas B, C and D; or

b. Intersegmental General Education Transfer Curriculum (IGETC)

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) (Title 5, Section 40405.2), as certified by a CCC, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D; or

c. University of California (UC) Campus Lower-Division

Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D.

2.2 CSU Systemwide Requirements

2.2.1 General Education Requirements

a. CSU campus GE requirements shall conform to the requirements established in this executive order and shall not

exceed the requirements for 39 lower-division and 9 upper-division semester-units (or quarter-unit equivalent) in the defined GE Areas.

b. A baccalaureate candidate who has not completed either the IGETC or UC-campus pattern specified in Article 2 shall complete the CSU General Education Breadth requirements described in Article 4, Subsections A through E, totaling a minimum of 48 semester units or equivalent quarter units.

c. Subsequent to a change of major, the student shall not be subject to different or additional GE requirements solely to address CSU GE requirements already satisfied.

2.2.2 Minimum Grades

a. A grade of C- or better is required in each CSU or transfer course in written communication in the English language (A2), oral communication in the English language (A1), critical thinking (A3), and mathematics/quantitative reasoning (B4). (Title 5 Sections 40803, 40804, 40804.1).

b. Each CSU campus shall establish the minimum grades for satisfactory completion of remaining general education breadth courses, subject to reciprocity requirements specified in Section 5.6 of this EO.

2.2.3 Upper-Division Requirement

Nine upper-division semester units (12 upper-division quarter units) are required according to the following distribution:

- Area B (3 semester or 4 quarter units) Scientific Inquiry and Quantitative Reasoning
- Area C (3 semester or 4 quarter units) Arts and Humanities
- Area D (3 semester or 4 quarter units) Social Sciences

The 9 upper-division GE courses are designed to be taken after upper-division status (completion of 60 semester units or 90 quarter units) is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in written communication, oral communication, critical thinking, and mathematics/quantitative reasoning. Campuses may require no more than 9 upper-division GE semester units (or the quarter equivalent).

2.2.4 Residency Requirement

The 9 semester (12 quarter) units of upper-division GE shall be taken within the CSU. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403.

2.2.5 Exceptions

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

a. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1 to avoid demonstrable hardship. Each campus shall have clearly stated policy regarding such waivers.

b. In the case of high-unit major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor for Academic and Student Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.

c. A student who has been admitted to a baccalaureate degree program is exempt from additional GE requirements if:

    1. The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or

    2. The student has completed equivalent academic preparation, as determined by the appropriate campus authority.

d. Each campus is authorized to make reasonable adjustments in the number of units assigned to any of the five required distribution Areas (A through E). The total number of GE units required shall not be fewer or greater than 48 semester units or 72 quarter units. Except when 49 semester (74 quarter) units is allowed as described in Article 4, Area B.

2.2.6 Double Counting

2.2.6.1 General Education, Major, and Other Requirements

Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

2.2.6.2 General Education and US History, Constitution, and American Ideals Statutory Requirement

CSU campuses may permit up to 6 semester units or 8 quarter units taken to meet the United States History, Constitution and American Ideals Requirement (Title 5, Section 40404) to satisfy GE requirements.

Article 3. Premises of CSU General Education Breadth

3.1 Background

CSU GE requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons.

These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience.

Courses approved for CSU GE should be responsive to the need for students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity, civic engagement, communication competence, ethical decision-making, environmental systems, technology, lifelong learning and self-development, and physical and emotional health throughout a lifetime.

3.2 Instructional Modality

GE requirements may be satisfied through courses taught in all modalities (e.g., face-to-face, hybrid, or completely online). Pursuant to California Education Code Section 66763, an online course shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.

3.3 CSU Student Learning Outcomes

Each CSU campus shall define GE student-learning outcomes within a programmatic structure. For example, GE student-learning outcomes may fit within the framework of the four "Essential Learning Outcomes" drawn from the Liberal Education and America's Promise (LEAP), an initiative of the Association of American Colleges and Universities.

LEAP Essential Learning Outcomes Framework

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Article 4. Subject Area Distribution

Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups.

Area A English Language Communication and Critical Thinking

9 semester units (12 quarter units)
One course in each Subarea.

A1	**Oral Communication**	(3 semester units or 4 quarter units)
A2	**Written Communication**	(3 semester units or 4 quarter units)
A3	**Critical Thinking**	(3 semester units or 4 quarter units)

Area A requires 9 semester units or 12 quarter units in oral communication in the English language (A1), written communication in the English language (A2), and critical thinking (A3). Campuses shall not exceed these unit requirements.

Students taking courses in fulfillment of Subareas A1 and A2 will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills and abilities in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (Subarea A3) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

Area B **Scientific Inquiry and Quantitative Reasoning**
12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level
One course each in Subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the completed science courses, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.

B1	**Physical Science**	(3 semester units or 4 quarter units)
B2	**Life Science**	(3 semester units or 4 quarter units)
B3	**Laboratory Activity** A laboratory course of not more than 1 semester (2 quarter) unit value, associated with B1 or B2, may be required.	
B4	**Mathematics/Quantitative Reasoning**	(3 semester units or 4 quarter units)

Area B requires 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with participation in a related laboratory activity that may be embedded in a lecture course or taught as a separate 1-credit course, and into mathematical concepts and quantitative reasoning and their applications. Campuses shall not exceed these unit requirements.

It is expected that campuses could offer the laboratory experience within:

- a 3 semester (4 quarter) unit lecture course;
- a lecture plus laboratory course of 4 semester (6 quarter) units; or
- a standalone laboratory course of 1 semester (2 quarter) units.

In the latter two cases, the total number of GE semester units shall not exceed 49 (74 quarter units).

In Subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method,

as well as the potential limits of scientific endeavors *and* the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.

Satisfaction of CSU GE Area B4 Mathematics/Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements.

Area C Arts and Humanities
12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level
At least one course completed in each of these 2 Subareas, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.

C1 Arts: Arts, Cinema, Dance, Music, Theater
C2 Humanities: Literature, Philosophy, Languages Other than English

Area C requires 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages. Campuses shall not exceed these unit requirements.

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

Area D Social Sciences
12 semester units (18 quarter units), with 3 semester units taken at the upper-division
At least two courses completed in 2 different disciplines, and 3 additional semester units (4 quarter units) at the upper-division.

Area D requires 12 semester units or 18 quarter units dealing with human social, political and economic institutions and behavior, and their historical background. Students shall complete courses from at least two different disciplines, and one upper-division Area D course is required. Campuses shall not exceed these unit requirements.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D.

Area E Lifelong Learning and Self-Development
3 semester units (4 quarter units)

Area E requires 3 semester units (4 quarter units) of study, and campuses shall not exceed this unit requirement.

This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein.

Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

Article 5. Transfer and Articulation

This article pertains to regionally accredited CCC and non-CSU institutions that certify transfer students' fulfillment of CSU GE requirements.

5.1 Premises of General Education Breadth Transfer and Certification

a. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.

b. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.

c. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions unless there are specific indications that such reciprocity is not appropriate.

5.2 Conditions for Participation in CSU General Education Breadth Certification

CSU campuses may continue to articulate courses that meet GE requirements from other regionally accredited institutions. However, only CCC may participate in the annual CSU GE certification process, subject to the following provisions:

a. The community college shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.

b. The community college shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this executive order and any additional objectives implemented by the CSU Chancellor.

1. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

2. Interdisciplinary courses or integrated sets of courses that meet multiple CSU GE Breadth objectives may be used to satisfy CSU GE requirements.

3. Units earned through an interdisciplinary course or integrated set of courses may be distributed among different GE Areas, as appropriate.

c. The CSU Office of the Chancellor, Division of Academic and Student Affairs, shall maintain a list of courses and examinations that have been accepted for certification purposes by virtue of meeting requirements set forth in this policy for each GE Area.

1. Each entry in the list shall specify-the area to which the course or examination relates and the number of units associated with each area.

2. The list shall be updated annually. Each institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic and Student Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.

3. A copy of the list shall be made available in electronic form to any CSU campus or institution. CCC are free to share with other institutions their course outlines and communications about those course outlines.

4. The CCC shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field.

5. The CCC shall report certification for individual students in a format to be specified.

5.3. Certification Requirements

5.3.1 Definition

GE certification indicates that a transfer student has met CSU lower-division GE requirements. CSU campuses shall accept participating institutions' full certification or subject-area certification, as defined below.

5.3.2 Full Certification

5.3.2.1 Fulfillment of Lower-Division Requirements

Students admitted to a CSU campus with full certification shall not be held to additional lower-division general education requirements.

5.3.2.2 Additional Lower-Division Graduation Requirements

Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree.

5.3.2.3 Qualification for Full Certification

To qualify for full certification, a student must satisfactorily complete 39 lower-division semester units, or the quarter unit equivalent, of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Subject-Area Distribution). If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester units or the quarter equivalent. CCC GE certification does not guarantee that all CSU campus admission requirements have been met. Units must be distributed as follows below (except as specified in 5.3.5 below):

a. In Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking.

b. In Area B, 9 semester units (or the quarter equivalent), including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester units (or the quarter equivalent).

c. In Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.

d. In Area D, 9 semester units (or the quarter equivalent), with courses from at least two different disciplines.

e. Area E, 3 semester units (or the quarter equivalent).

5.3.3 Lower-Division Subject-Area (Partial) Certification

5.3.3.1 Fulfillment of Lower-Division Requirements by Area

Students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division GE coursework in the subject areas certified.

5.3.3.2 Certification Limits on Credits that Exceed Minimum Subject-Area Requirements

For subject-area certification, CSU campuses are not required to certify credits that exceed the number of lower-division units required for the five Subject Areas—A through E.

5.3.3.3 Additional Lower-Division Graduation Requirements

Subject-area certification does not exempt students from completing unmet lower-division graduation requirements that may exist outside of the GE requirements at the campus awarding the degree.

5.3.3.4 Qualification for Subject-Area Certification

To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Article 4 (Subject-Area Distribution). Except as specified in 5.3.5, the units shall be distributed as follows:

a. For Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one Subarea within Area A for any given student.

b. For Area B, 9 semester units (or the quarter equivalent), including instruction in mathematics/quantitative reasoning and physical science and life science, at least one part of which must include a laboratory component. A single course may not be certified as meeting more than one Subarea within Area B for any given student,

except for laboratory components incorporated into a physical or life science course. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester (or the quarter equivalent) units.

c. For Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.

d. For Area D, 9 semester units (or the quarter equivalent), with courses taken from at least two disciplines.

e. For Area E, 3 semester units (or the quarter equivalent).

5.3.4 Approved Associate Degree for Transfer

Students are considered lower-division CSU GE certified if they successfully complete and are awarded a CCC Associate Degree for Transfer (ADT) that includes the CSU lower-division GE requirements.

5.3.5 General Education Breadth for STEM Majors within ADTs

Students pursuing certain ADTs may be eligible to take "GE Breadth for STEM," deferring one lower-division course in Subarea C and one lower-division course in Subarea D until after transfer. GE Breadth for STEM is applicable only to majors for which the Transfer Model Curriculum specifies GE Breadth for STEM.

CCC preparing a CSU GE Breadth for STEM certification as part of an ADT shall ensure that the student has completed:

a. All courses in Areas A, B, and E of the traditional GE curriculum; and
b. One course in Area C1 Arts and one course in Area C2 Humanities; and
c. Two courses in Area D from two different disciplines.

Details of each Transfer Model Curriculum are maintained and published at www.c-id.net.

5.3.6 Exceptions to Certification Requirements

At the discretion of the CSU campus, exceptions to the requirements for full certification and subject-area certification (as specified above) may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

5.4 Certification of Courses and Examinations

5.4.1 Qualification for Certification

A CCC may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them.

5.4.2 If so identified, those courses and examinations shall contribute to qualification of a student for either full certification or subject-area certification, as appropriate.

5.4.3 CCC may include upper-division courses taken at an eligible university in certification of lower-division CSU GE or IGETC.

5.5 Limitations of Certification

5.5.1 Restriction to General Education Requirements

Neither full certification nor subject-area certification exempts students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree.

5.5.2 Maximum Number of Credits Allowed

5.5.2.1 Limit on Certification on Total General Education Units

A CCC shall not certify a student for more than 39 semester units or the quarter equivalent. If more than one CCC certifies a student, the CSU campus granting the degree is not required to accept certification for more than 39 semester units or the quarter equivalent. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester (or the quarter equivalent) units.

5.5.2.2 Restrictions on Certification of Upper-Division Courses

No upper-division credit may be allowed for courses taken in a community college (Title 5 Section 40409.)

5.6 General Education Certification Reciprocity Among CSU Campuses

5.6.1 Lower-Division Reciprocity

a. Lower-division GE requirements satisfied through a course or an examination at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

b. For the purposes of this section, completion of lower-division GE requirements is equivalent to qualification for full certification, as defined in 5.3.2.

5.6.2 Subject-Area Reciprocity

a. Subject-area course certification accepted for CSU GE at one CSU campus shall be accepted at any CSU campus. The student may not be held to any additional lower-division GE coursework in the subject areas certified.

b. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division GE program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division GE requirements in each subject area, and shall provide official documentation of such completion.

c. For the purposes of this section, completion of lower-division GE subject-area requirements is equivalent to qualification for subject-area certification, as defined in 5.3.3.

d. Transfer students admitted with documentation of completion of one or more GE subject areas at another CSU campus may not be held to any additional lower-division GE requirements in that subject area by the campus awarding the degree.

5.6.3 Upper-division Reciprocity

Upper-division GE requirements satisfied at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

5.6.4 Reciprocity Limitations

The provisions of 5.6 do not exempt students from fulfilling unmet lower- or upper-division graduation requirements at the CSU campus awarding the degree or from lower or upper-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

Article 6. Implementation and Governance

6.1 General Education Advisory Committee

A systemwide Chancellor's General Education Advisory Committee (GEAC) is hereby established. While it is important that the membership of this committee be broadly based, it shall in largest part be drawn from the instructional faculty of the CSU. Each member of the committee shall have an equal vote. The membership shall include

- At minimum, six CSU faculty to be appointed by the Academic Senate, CSU. One shall serve as chair, and another as vice-chair.
- One CSU student to be appointed by the California State Student Association,
- One instructional faculty member from the CCC,
- One CSU campus academic affairs administrator,
- One CSU articulation officer,
- One CCC articulation officer,
- One Chancellor's Office administrator to staff the committee (ex-officio, non-voting)
- One CCC Chancellor's Office administrator (ex-officio, non-voting)

The chancellor or the executive vice chancellor for Academic and Student Affairs Division may from time to time request that the committee address and provide advice on issues related to the development and well-being of CSU GE policy and programs.

The responsibilities of this committee shall be as follows:

a. Review and propose revisions to the objectives, requirements, and implementation of CSU GE policy to ensure high-quality general education.

b. Study GE policies and practices inside and outside the system and, as appropriate, stimulate intersegmental discussion of GE policy and curricula.
c. Review the implications of CSU GE policy for students transferring to the CSU and for the institutions from which they transfer, and propose any necessary adjustments to pertinent policies and practices so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.
d. Report as appropriate to the chancellor.

6.2 Campus Responsibility

6.2.1 Development and Revision of Campus Requirements

Campus faculty have primary responsibility for developing and revising the institution's particular GE program. Within the CSU GE distribution framework, each CSU campus is to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

a. General Education Program Development

1. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
2. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
3. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

b. General Education Course Development

1. Consider the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.
2. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that

feature the interrelationships among disciplines and traditional GE categories.

3. Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.

c. General Education Course Delivery

1. Provide sufficient numbers of Area A2 written communication and Area B4 mathematics/quantitative reasoning course sections to allow freshmen to complete these requirements in the first year of enrollment.

2. Courses approved for GE that have not been offered within a five-year period shall have GE status removed.

6.2.2 Campus General Education Committee

The effectiveness of a campus GE program is dependent upon the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, each campus shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this executive order. As a companion to the GE committee, a campus may choose to establish a GE program assessment committee to conduct the work described in 6.2.5 of this executive order.

6.2.3 General Education Breadth Requirements and the Development of New Baccalaureate Degrees

The development of new baccalaureate programs shall include consideration of how the degree requirements will incorporate at least the minimum required GE credits, the major program requirements, and other graduation requirements. Justifications must be provided to the Office of the Chancellor for any program extending the baccalaureate credit requirement beyond 120 units (Title 5, Section 40508).

6.2.4 General Education Academic Advising

Each campus shall provide for systematic, readily available academic advising specifically oriented to GE as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

a. General Education Website
   Each CSU campus shall provide a public website that describes the institution's GE program. This website should include at minimum: GE requirements, courses certified for GE, CSU system GE policy and campus GE policy, and campus GE program and GE Area student-learning outcomes.
b. Each CSU campus shall clearly identify, in the catalog and/or course schedule, courses that are certified for each GE Subarea.

6.2.5 General Education Review and Assessment

In accordance with WASC Senior College and University Commission accreditation requirements, campuses shall:

a. develop an assessment plan that: (1) aligns the GE curriculum with campus GE outcomes; (2) specifies explicit criteria for assessing the stated outcomes; (3) identifies when and how each outcome shall be assessed; (4) organizes and analyzes the collection of evidence; (5) and uses the assessment results to make improvements to the GE program, courses and pedagogy.
b. provide for regular periodic reviews of GE program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should include a statement of the Meaning, Quality and Integrity of the campus GE program and the ongoing assessment of GE student learning outcomes.

Timothy P. White, Chancellor

Dated: August 23, 2017

Attachment

Requirements for
Lower- and Upper-Division
California State University General Education Breadth

GE Area	Lower-Division Semester Units	Upper-Division Semester Units	Total Semester Units* Required
Area A English Language Communication and Critical Thinking			
One course in each Subarea			
A1 Oral Communication			
A2 Written Communication			
A3 Critical Thinking			
Area A total semester units required:	**9**	**0**	**9**
Area B Scientific Inquiry and Quantitative Reasoning			
One course in each Subarea			
B1 Physical Science			
B2 Life Science			
B3 Laboratory Activity - associated with the course taken to satisfy either B1 or B2			
B 4 Mathematics/Quantitative Reasoning			
Area B total semester units required:	**9**	**3**	**12**
Area C Arts and Humanities			
At least one course in each Subarea			
C1 Arts: Arts, Cinema, Dance, Music, Theatre			
C2 Humanities: Literature, Philosophy, Languages Other than English			
Area C total semester units required:	**9**	**3**	**12**
Area D Social Sciences			
Area D total semester units required:	**9**	**3**	**12**
Area E Lifelong Learning and Self- Development			
Area E total semester units required:	**3**		**3**
Total GE Units	**39**	**9**	**48**

Note:

Students who transfer to the CSU with an Associate Degree for Transfer (ADT) or full CSU GE certification, have completed the required lower-division 39 GE semester units. This includes 9 lower-division semester units each in Areas A, B, C and D, and 3 lower-division semester units in Area E. Their remaining required 9 semester units fall into CSU GE Areas B, C and D, and are to be taken at the upper-division level.

*To determine unit requirements at quarter-based campuses, multiply the semester unit requirement by 1.5.

§ 40510. The Master's Degree.
5 CA ADC § 40510

Barclays Official California Code of Regulations
Title 5. Education
Division 5. Board of Trustees of the California State Universities
Chapter 1. California State University
Subchapter 2. Educational Program
Article 7. Graduate Degrees

§ 40510. The Master's Degree.

To be eligible for the Master's degree, the candidate shall have completed the following minimum requirements:

(a) Advancement to Candidacy. For advancement to candidacy for the Master's degree, the applicant shall meet the requirements of Section 41011, and such particular requirements as the Chancellor and the campus may prescribe.

(b) Requirements for the Degree.

(1) The completion of a specified pattern of study approved by the appropriate campus authority.

(2) A minimum of thirty semester units of approved graduate work completed within a maximum time to be established by each campus. Such maximum time shall be no more than seven years nor less than five years for each particular program. An extension of time beyond the limit may be granted by appropriate campus authority if warranted by individual circumstances and if the outdated work is validated by examination, in the relevant additional course or subject field of work or such other demonstration of competence as may be prescribed. In the degree program:

(A) Not less than 21 semester units (32 quarter units) shall be completed in residence. The appropriate campus authority may authorize the substitution of credit earned by alternate means for a part of this residence requirement.
(B) Not less than one-half of the units required for the degree shall be in courses organized primarily for graduate students.
(C) Not more than six semester units shall be allowed for a thesis or project.

(3) Satisfactory completion of a thesis, project, or comprehensive examination, defined as follows:

(A) A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.

(B) A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.

(C) A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis and accuracy of documentation. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of The California State University.

(4) A grade point average of 3.0 (grade of B) or better in all courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

Note: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 89030, Education Code.

HISTORY

1. New Article 7 (Section 40510) filed 4-29-77; effective thirtieth day thereafter (Register 77, No. 18).
2. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).
3. Amendment filed 1-12-83; effective thirtieth day thereafter (Register 83, No. 3).

This database is current through 8/18/17.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802
(213) 590-5501

Code: EP&R 82-39

Date: August 12, 1982

To: Presidents

From: Glenn S. Dumke
Chancellor

Subject: Definitions of Graduate Level Instruction

In the fall of 1979 the Statewide Academic Senate established an ad hoc committee on graduate education. The committee included faculty, graduate deans, a Vice President for Academic Affairs, and Chancellor's Office staff. Its charge was to review the mission and goals of graduate education in The California State University, recommending modes of instruction appropriate to those missions and goals, evaluating resources available for graduate education in the CSU, examining national trends in graduate education, and reviewing position papers of the Council of Graduate Schools and other national organizations for their applicability to graduate education in the CSU.

In January 1981, the statewide Senate received the report of the ad hoc committee and endorsed the "Definitions of Graduate Level Instruction," which appeared as Part IV of the report. These definitions were designed to respond to a 1979 recommendation of the Project Team on Academic Programs that guidelines outlining minimal qualitative standards for graduate programs be developed.

In March of 1981, the Senate approved a second resolution in this area, recommending a revision in Title 5 to require that students successfully complete a thesis, project, or comprehensive exam before the master's degree is awarded. We expect this revision to Title 5 to be presented for action by the Board of Trustees in November, 1982.

Distribution:

Vice Presidents for Academic Affairs (w/a)
Deans of Graduate Studies (w/a)
Chair, Campus Academic Senate (w/a)
Legislative Analyst (w/a)
Chair, Statewide Academic Senate (w/a)
CSSA Liaison Office (w/a)
Chancellor's Office Staff

The "Definitions of Graduate Level Instruction," endorsed by the Senate, are attached. They have been carefully reviewed, and we strongly endorse them. We believe that campuses will find them useful and recommend that they be considered and adapted, as appropriate, to the needs of each campus. The "Definitions" are general guidelines which should be considered as a whole by individual departments when developing new programs and reviewing existing ones. We expect that use of these guidelines will lead to an improvement in the quality of graduate education in The California State University, and we appreciate the contributions of the ad hoc committee and the Academic Senate in their development.

GSD:sgp

Attachment

The California State University
400 Golden Shore
Long Beach, California

Attachment
EP&R 82-39

I. DEFINITIONS OF GRADUATE-LEVEL INSTRUCTION IN THE CSU

A. The Graduate Course

1. It is assumed that students who enroll in graduate courses possess:

    a. Maturity, responsibility, and scholarly integrity appropriate to study beyond the baccalaureate level.

    b. A broad base of knowledge, usually represented by the possession of the bachelor's degree.

    c. Competence in the specified field, usually represented by a substantial body of upper division study in the field or in a closely related field.

    d. A command of basic techniques and skills essential for independent, self-directed study in the field.

2. The graduate course deals with more complex ideas, materials, techniques or problems than the undergraduate course, and demands searching and exhaustive analysis.

3. The graduate course requires:

    a. The identification and investigation of theory or principle.

    b. The application of theory to new ideas, problems, and materials.

    c. Extensive use of bibliographic and other resource materials with emphasis on primary sources of data.

    d. Demonstration of competence in the scholarly presentation of the results of independent study.

4. Satisfactory completion of a graduate course requires more creative thinking than an upper division course.

5. Performance expectations for graduate students enrolled in undergraduate-level courses normally are such that students complete at least one additional assignment. The quality of their written and oral performance in the course normally would be at least one grade point higher than that of an undergraduate. Performance expectations for undergraduate students enrolled in graduate-level courses are such that where campus policy permits undergraduate enrollment in a graduate course, the quality of the written and oral performance of undergraduates

in the course normally would be at least half a grade point higher than that of an undergraduate enrolled in an undergraduate course.

B. Lecture-Discussion

The lecture-discussion course conforms to the criteria for graduate courses in general, and

1. Is an organized course with regularized content.

2. Is a combination of lectures and group discussion, based on specialized studies and research.

3. Involves a consideration of a series of vital problems, reviews trends, examines different points of view, and interprets issues.

4. Involves problem analysis, research, and high level participation in discussion.

5. Involves the use of a wide variety of material and resources which provide a range and depth beyond that obtainable through a single textbook, although the use of a basic textbook may be appropriate in some lecture-discussion courses.

6. Provides an opportunity for synthesis and analysis through scholarly writing and through course examinations that go beyond simple recall of fact.

C. Seminar

The seminar conforms to the criteria for graduate courses in general, and

1. Is organized around a series of related problems significant to the discipline.

2. May have a focus which varies from semester to semester within the framework of the general objectives.

3. Limits the lecture, when it does occur, to setting the stage and clarifying issues.

4. Requires that students assume primary responsibility for an investigation that will contribute to the objectives of the seminar and that they report, interpret, and defend their findings orally as well as in writing.

5. Within the framework of general goals, may allow student participation in course planning and in course evaluation.

6. Has class meetings primarily to develop, share, and critically examine independent investigations by members of the group. Time devoted to individual or small-group conferences under the direction of the professor may on occasion replace general class meetings.

D. Laboratory

Laboratory course work conforms to the criteria for graduate courses in general and focuses on data gathering and analysis, with an emphasis on research and investigation

rather than on laboratory techniques. Its chief distinguishing characteristic is the use of specialized facilities and relatively independent investigation.

E. Field Work and Clinical Practice

Field work and clinical practice require that

1. The students have a high level of theoretical competence and a master of the basic skills necessary to perform professional duties with a minimum of direction.

2. The selection of experiences provides opportunity for the student to

   a. Bring to bear and apply a high level of theoretical knowledge.

   b. Exercise judgment of a high order.

   c. Assume responsibility for determining procedures as well as for implementing them.

   d. Report the experience to a supervising instructor in such a way as to point out its significance, to explain the rationale behind his/her major decisions, and to evaluate their adequacy.

F. Graduate Independent Study

At the graduate level independent study is based upon the assumptions set forth in part in the section above entitled, "The Graduate Course." Furthermore, such independent study

1. Has a specific objective related to the student's educational goals and to a graduate program.

2. Is precisely defined as a result of joint planning by the professor and the student.

3. Requires periodic and final demonstration of competence in scholarly presentation of the result of the independent study.

G. The Culminating Experience

The culminating experience for the granting of a graduate degree is the successful completion of a thesis, project or comprehensive examination. The quality of work accomplished, including the quality of the writing, is the major consideration in judging the acceptability of the thesis, project or comprehensive examination.

1. Thesis

   A thesis is the written product of the systematic study of a significant problem. It clearly identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product must evidence originality, critical and independent thinking, appropriate organization and format, clarity of purpose, and

accurate and thorough documentation. Normally an oral defense of the thesis will be required.

2. Project

   A project is a significant undertaking of a pursuit appropriate to the fine and applied arts. It is more than the presentation of a mere outline, plan, depiction, description or demonstration, though it may include these. It must evidence originality and independent thinking, appropriate form and organization, and a rationale. It usually takes the form of a creative work such as a literary or musical composition, a group of paintings, a performance, a film or other endeavor. It must be described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.

3. Comprehensive Examination

   The results of a written comprehensive examination, which has been prepared by either the appropriate department or TSA faculty, should demonstrate the student's ability to integrate the knowledge of the area, evidence critical and independent thinking, and in general show the mastery of the subject matter. The results of the examination must evidence independent thinking, appropriate organization, critical analysis and accuracy of documentation.

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275

Code: AAP91-04

Reply Requested
March 15, 1991

Date: January 16, 1991

To: Presidents

From: Lee R. Kerschner, Vice Chancellor
Academic Affairs

Subject: Recommendations on Study of Graduate Education

At its meeting, of November 27-28, 1990, the Board of Trustees adopted the following resolution pertaining to proposed recommendations on graduate education:

RESOLVED, By the Board of Trustees of The California State University, that the Board receives the report of the Advisory Committee to Study Graduate Education in the California State University, with the recommendations as shown in Attachment A to Agenda Item 2 of the November 27-28, 1990, meeting of the Committee on Educational Policy; and be it further

RESOLVED, That the Board of Trustees requests the chancellor to review the recommendations contained in the report to determine:

1. those that can be effected immediately, without additional resources;

2. those that can be effected only if additional resources are obtained,

3. those that would require changes in Board of Trustees policies or regulations;

4. those that would require action by campus senates and presidents; and

5. those that have implications for collective bargaining agreements;

and further requests that the chancellor prepare, with appropriate consultation, a plan for accomplishing the goals of the report and its recommendations; and be it further

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Distribution: Vice Presidents, Academic Affairs (w/attachment)
Associate Vice Presidents, Academic Affairs (w/attachment)
Deans of Graduate Studies (w/attachment)
Chairs, Academic Senates (w/attachment)
Chancellor's Office Staff

RESOLVED, That the Board of Trustees directs the chancellor to encourage the campus presidents and faculty to pursue actively the goals of the recommendations of the report, subject to available resources, and to file periodic reports to the chancellor on campus progress towards the goals, and be it further

RESOLVED, That the Board of Trustees acknowledges the need to meet and confer with the appropriate bargaining agents as required by law; and be it further

RESOLVED, That the Board of Trustees expresses its appreciation for the work of the Advisory Committee to Study Graduate Education in the California State University.

I am pleased to forward to you, attached, the full report of the Advisory Committee to Study Graduate Education in the California State University. As you can see from the above resolution of the Board, a sorting of recommendations and an implementation plan have been requested. I am enclosing the proposed plan (labeled D 1/1 4/9 1), which will be submitted as an information item to the Board in March and as an action item in May, and I am seeking your comments and suggestions on the placement of particular recommendations into categories and on the implementation plan proposed within each category. The draft will be discussed at the Executive Council meeting, of February 13, but a formal campus response is being requested after that date.

This is not a request for comments on the recommendations themselves. The campus responses to the recommendations were sought from you in an earlier draft version distributed in September 1989 (AAP 89-35), and were subsequently used by the Advisory Committee to modify its recommendations. In preparing its final recommendations, the committee was able to incorporate most of the suggestions and accommodate most of the concerns made by campuses in their formal responses. Because the recommendations were renumbered after the campus responses were received, I am attaching a table that cross-references the numbers in the attached Trustee document; shows which recommendations were subject to comment by campuses; and shows whether the recommendations were revised as a result of campus comments.

While the proposed plan will be presented as an information item to the Trustees in March as it is shown in the attachment, we plan to address campus recommendations in the action item scheduled for the May Trustees meeting. To meet the agenda deadline, we will need formal campus responses by March 15, 1991. Please address questions to Dr. Sally Casanova (213) 590-5952 or ATSS 635 5952) or Dr. Janice Erskine (213) 590-595').

DRAFT 5/1/91

Attachment 1

Implementation Plan for Recommendations on Graduate Education

1. Recommendations that can be effected immediately, without additional resources.

a) The Board of Trustees endorses the following definition of quality in graduate education as the standard to which graduate programs in the California State University should aspire

Graduate programs of quality in the CSU require:

1. An institutional infrastructure which provides:

- ** appropriate standards and processes for admission, continuation, and graduation;*
- ** adequate facilities and resources (including library and information technologies) to conduct graduate work and research at an appropriate level and in an appropriate and timely fashion;*
- ** recognition of the need for appropriate teaching loads, resources for research opportunities to maintain professional and pedagogical currency, and opportunities for renewal for faculty who teach graduate courses;*
- ** a scholarly environment providing such support programs as visiting lecturer series and faculty seminars.*
- ** appropriately qualified faculty to teach graduate courses or direct graduate research;*
- ** the involvement of graduate students in the program evaluation process, and*
- ** the opportunity for graduate students to participate in the intellectual discourse of departments.*

2. A personalized learning format that permits greater student-professor contact (instruction, advising, and guidance) than the undergraduate model.

3. A core curriculum in each program (where it applies) which emphasizes integration of knowledge and preparation for specialization and which is designed to assure mastery of requisite knowledge and skills.

4. A curriculum characterized by advanced disciplinary content and intellectual rigor beyond the baccalaureate level which imparts within its scholarly or professional context an appreciation of the intellectual and/or professional contributions of women and minorities, and prepares scholars and practitioners for a diverse society.

5. A teaching faculty with the Ph.D. (or other appropriate terminal degree) and relevant professional experience where required.

6. A required demonstration of fundamental knowledge of research methods appropriate to the discipline.

7. A required demonstration of oral and written communication skills.

8. An opportunity to integrate and apply sophisticated knowledge in internships or practice related to the discipline.

9. A required culminating experience (e.g., thesis, project, or comprehensive examination) which demands demonstration of breadth of knowledge in the discipline, depth in specific areas, and the ability to integrate that which has been learned.
(Recommendation 1)

b) The Board of Trustees directs the Chancellor to take the necessary steps to implement the following policies and/or practices, effective immediately:

• *New graduate programs should be initiated only if they have the enrollment potential to achieve this [four courses annually] minimal level of course offering.* (Portion of Recommendation 3b)

• *Information about successful approaches [to ensuring graduate student writing competency] should be disseminated among the campuses.* (Portion of Recommendation 4)

• *California State University campuses proposing joint doctoral programs shall evaluate proposals on the basis of the following minimal criteria:*

1. Faculty with extensive experience in offering graduate programs, including supervision of thesis research; extensive, relevant, and on-going research experience and interest; demonstrated potential for obtaining funding for research.

2. Space, facilities, equipment, and support staff required for doing advanced research in the discipline.

3. Potential for obtaining funding to provide financial support for students and for student research projects.

4. Library holdings and staff appropriate for advanced study and research in the discipline. Institutes or Centers engaged in relevant work on the campus or in the region are desirable. (Recommendation 8)

• *The Office of the Chancellor should add as criteria for system approval of new master's degree programs evidence of a department's capacity to support the level of research required for a graduate program, the capacity of the proposing department to offer at least four graduate level courses per year, departmental plans for recruiting underrepresented students, and campus/-departmental plans for assuring that each student is assigned to a major professor and a faculty committee.* (Recommendation 15)

• *System guidelines establishing minimum standards for graduate certificate programs should be developed. Authority for approval of graduate certificate programs should remain delegated to* ***the campuses.*** (Recommendation 17)

• *A separate graduate application form should be designed, taking into account the need to expedite student notification of admission while simultaneously recognizing the primary role of the department in the process of graduate admission.* (Recommendation 14)

•*The Chancellor should establish a Task Force to develop a comprehensive, strategic plan for addressing the generation of resources for instrumentation, technological, and other support needs of The California State University instructional program. That plan should incorporate recommendations for change in Federal and State policies; steps to increase the competitiveness of CSU in receiving donated equipment; changes in laws on gifts, bequests, and donations; proposals for new methods of financing; and such other strategies as may be developed. The Task Force should include campus representatives with expertise on the special instrumentation and technological needs of graduate and professional programs and expertise on public financing.* (Recommendation 19*)*

c) The Board of requests that staff return with an action plan to implement the following recommendations:

• *The Board of Trustees should aggressively support the Student Aid Commission in its attempt to seek full funding for financial aid programs in order to permit all students who* ***are*** *eligible to receive aid.* (Recommendation 25a)

**The Board of Trustees should seek statutory changes that would permit the California Graduate Fellowship program to include full fees and sufficient funds in its grants for living expenses.* (Recommendation 25b)

**The CSU Board of Trustees should establish or attempt to have an appropriate funding agency establish a program of financial aid for postbaccalaureate students who are preparing for entry into master's degree programs.* (Recommendation 25c)

2. Recommendations that can be effected only if additional resources are obtained.

The study of graduate education had several recommendations for the generation of additional resources for graduate education. While several of these budget items were in fact requested in 1991-92 Program Change Proposals, it is clear that funding possibilities are slim until the State revenue situation improves. As soon as feasible, the Board requests that proposals be prepared to ensure that explicit State support is generated for the following activities, all of which are required to meet fully the definition of quality in graduate education.

**Faculty who earn workload credit for supervising graduate theses and projects should receive compensating courseload reductions. The Office of the Chancellor should seek necessary formula adjustments, and the campuses should assure that workload policy permits such recognition.* (Recommendation 23a)

**The recommended instructional workload for those with significant responsibilities for graduate instruction should be reduced. The California State University should seek funding to implement this workload provision. Budgetarily, this could be accomplished by changing the definition of a full-time equivalent graduate student to 12 Student Credit Units instead of the current 15, by negotiating an increase in the weighting assigned to graduate course units, or by adjusting the normative ratios by which faculty positions are generated for graduate instruction.* (Recommendation 23b)

**The California State University should continuously seek the number of faculty positions required to provide instruction of quality. A portion of these positions should be dedicated to tasks in support of graduate education beyond those associated with direct instruction.* (Recommendation 24a)

**The Board of Trustees should continue to seek funding to meet the needs of CSU libraries, including funding to keep pace with inflationary price increases. In addition, The Office of the Chancellor, in consultation with CSU and other cooperating library directors and the Deans of Graduate Studies, should develop a specific plan for providing CSU graduate students and faculty with electronic access to specialized information not available in local campus libraries. Attempts should be made to develop mechanisms for communicating widely and quickly the information available to graduate students and faculty.* (Recommendation 24b)

**State support for research, scholarship, and creative activity should be increased to a base level of need expressed by faculty in 1988-89. At such time as the funding is increased, the Advisory Committee on Research, Scholarship, and Creative Activity should revise the program guidelines to permit flexibility in support of faculty time, including released time.* (Recommendation 24c)

**The Board of Trustees should seek General Fund support of the Doctoral Incentive/Forgivable Loan for Minorities and Women and the California Pre-Doctoral Program for Minorities and Women. To further support minority students and women in significantly the number of fellowships currently awarded. The Chancellor's Office should study the possibility of combining these categorical programs to provide campuses with greater flexibility in meeting the unique needs of local graduate students for support in master's and doctoral degree programs.* (Recommendation 25e)

3. Recommendations that would require changes in Board of Trustees policies or regulations.

The Board of Trustees requests that the Chancellor initiate consultation to effect the following changes:

* *Title 5 should be revised to implement the admission categories proposed in Recommendation 12 [below] and to implement the required increase in graduate level coursework from 50 to 70 percent as proposed in Recommendation 3 [below].* (Recommendation 16)

• *The percent of graduate coursework required in a graduate program should be increased from 50 to 70 percent (e.g., from 15 units to 21 units in a 30-unit program). A phase-in period of five years should be permitted for existing programs.* (Recommendation 3a)

• *The following categories of postbaccalaureate student should replace current Title 5 categories and be used by all CSU campuses for admission and student classification and for systemwide reporting: Graduate Classified, Graduate-Conditional, Graduate-Special, Postbaccalaureate-Credential Certificate, and Postbaccalaureate (2nd Baccalaureate Degree).* (Portion of Recommendation 12)

• *The Office of the Chancellor should create a position classification that will accommodate graduate students who are teaching under supervision.* (Recommendation 18)

4. Recommendations that require action by campus senates and presidents.

The Board of Trustees encourages campuses to adopt policies and practices that support quality in graduate education. As the study of graduate education says, those recommendations on campus infrastructure attempt to protect campus autonomy in matters of administration while recognizing that any campus placing a priority on graduate education will need to support it with appropriate administrative and policy structures. The recommendations on budgeting are grounded in the assumption that budget generation is a matter of system formulas and Trustee action, while budget allocation, which is a campus responsibility, will allow for needed local flexibility in the assignment of priorities. In accord with the advice of the committee the following recommendations are supported by the Board as defining sound practice at the graduate level, but they are advisory rather than mandatory to the campuses.

• *Campuses should assure that students have an organized program of advisement and that all students' progress be monitored. Each graduate student should have a major professor and a faculty committee. The committee should normally be chaired by a tenured or tenure-track faculty member with the Ph.D. or appropriate terminal degree who is also the thesis adviser and/or major professor for the student.* (Recommendation 2)

• *Each department offering a master's degree program should make available at least four regular graduate courses in addition to supervision and independent study per year.* (Portion of Recommendation 3b)

• *The use of graduate independent study courses should be carefully controlled, and no graduate program should utilize independent study courses (excluding thesis or project) to meet more than 20 percent of the unit requirements for graduate level work. In disciplines which are research-intensive, 30 percent is allowable.* (Recommendation 3c)

• *The use of "dual-listed" courses (courses offered under both an undergraduate course number and graduate course number and which enroll both undergraduate and graduate students) should be eliminated or limited to a few justifiable instances (e.g., studio or laboratory courses where the instruction is one-on-one). Existing small programs central to each University's mission may use, dual listing where it is necessary to assure sufficient offerings and where course requirements are clearly more rigorous for graduate students.* (Recommendation 3d)

• *The development and assessment of graduate student writing competency demands renewed attention. Procedures for assuring writing proficiency both prior to admission and at advanced levels should be periodically examined by each campus. While all students must meet campus standards, alternative means of meeting those standards for students with special needs should be arranged.* (Portion of Recommendation 4)

• *When reviewing proposals for new master's degree programs, each campus should use, as one of the criteria for approval, the department's ability to provide graduate students with appropriate opportunities for research, scholarship, and creative activity.* (Recommendation 5)

• *Teaching opportunities or training should be provided to students as a regular part of graduate programs where appropriate to the discipline. All graduate students employed by the CSU in teaching positions shall be required to participate a discipline-related seminar, or the equivalent, on teaching. Each campus should provide an orientation or workshop for graduate students who will teach.* (Recommendation 6)

• *The choice of culminating experience should be that which is educationally most appropriate to the student, and to the discipline. Where a project or exam serves as the culminating experience, it should be equivalent in rigor to the thesis. An oral defense should be part of the culminating experience.* (Recommendation 7)

• *Policies concerning the qualifications of faculty teaching or serving in other roles in graduate programs should be established at each of the campuses.* (Recommendation 9)

• *Regular program review and evaluation should be used by each campus to assess the quality of its graduate program. The evaluation design should ensure that the graduate program is given specific attention separate from the other offerings of the department. The program review guidelines now used at each campus should be reviewed and revised to incorporate the specific criteria and indicators of quality set forth in Section I. above, and in the following recommendations on campus policies and practices. External reviewers should be used in all evaluations of graduate programs, and graduate program review should be monitored by the Dean of Graduate Studies.* (Recommendation 10)

• *In addition to assessment of discriminatory barriers, each campus should explicitly assess the needs of all present and potential students in its constituency and develop plans to address the special needs of graduate students.* (Recommendation 11)

• *Graduate certificate programs should be utilized as a means of responding to student needs for occupationally related graduate coursework without unduly interfering with degree programs. The graduate dean should have administrative responsibility for policies and for monitoring of graduate certificate programs.* (Recommendation 11)

* *The department (or program) should be responsible for recommending admission of students to graduate programs. Students should be admitted either to Graduate-Classified or Graduate-Conditional status from the outset, if the students' objectives are a graduate degree and they are eligible for admission. Students not admitted to the department or program may be admitted as Graduate-Special, with the understanding that Graduate-Special students are not eligible to take graduate coursework in the department (or program) in which they have been denied admission, without explicit approval of the graduate dean and the department or program graduate coordinator.* (Portion of Recommendation 12)

• *To improve the pipeline which ultimately produces doctorally qualified faculty, each campus should attempt to reach an agreement with doctoral granting institutions for articulation of one or more of its master's degree programs with a doctoral program.*

emphasizing those fields where the underrepresentation of women and minority faculty is most acute. The CSU in addition should increase the number of joint doctoral programs it offers. (Recommendation 13)

• *Each California State University campus should identify an administrator who is the chief spokesperson for graduate education and who has direct administrative responsibility for actions and policies affecting the quality of graduate programs. This individual should be the designee of the president in such areas as admissions and graduation policies involving graduate students; should be centrally involved in graduate program development and evaluation, including decisions regarding the implementation of programmatic or budgetary changes that derive from such evaluations; and should be recognized as the campus official (under the president and in consultation with the faculty) most directly concerned with all matters pertaining to graduate program enhancement.* (Recommendation 20a)

• *The faculty graduate coordinator in a department or program should be recognized as an important element in promoting graduate student diversity and providing leadership necessary to the vitality and quality of the graduate program. Such recognition should be made explicit by adjustment of teaching load.* (Recommendation 20b)

• *A review of campus infrastructures (policies and practices) that support basic and applied research should be initiated by each campus. The review should consider such issues as hours of laboratory, library, and facility availability; computer access policies; equipment conditions and availability; campus polices for the governance of research; and processes for the flow of financial resources that support research.*

• *To support the kind of research required for graduate education of quality, campus policies on intellectual property rights should be more clearly delineated, and procedures should be established which encourage faculty and students to produce and disseminate original work, with appropriate protection and advice for patents, licenses, and copyrights.* (Recommendation 21)

• *Means should be sought to increase graduate course enrollments to economically justifiable levels while increasing the availability of graduate level coursework. Such means might include "pooling' graduate courses between related departments, encouraging cross-registration, or coordinating graduate offerings in a between related departments, encouraging cross-registration, or coordinating graduate offerings in a region with other campuses and institutions.* (Recommendation 22)

• *Until such time as full funding is available to support graduate students who are eligible for financial aid, each campus should review its policies on the relative priority of undergraduate and graduate students for receipt of financial aid and consider the extent to which some percentage of financial aid funding should be reserved for graduate students, particularly for students who have historically been underrepresented in graduate study.* (Recommendation 25d)

• *Joint doctoral programs should be implemented only when supplementary budget support is provided for them.* (Recommendation 24d)

5. Recommendations that have implication for collective bargaining agreements.

The following recommendations have been included in the categories above. They will need to be negotiated with the bargaining agent prior to implementation.

• *Faculty who earn workload credit for supervising graduate theses and projects should receive compensating courseload*

reductions. The Office of the Chancellor should seek necessary formula adjustments, and the campuses should assure that workload policy permits such recognition. (Recommendation 23a)

• *The recommended instructional workload for those with significant responsibilities for graduate instruction should be reduced. The California State University should seek funding to implement this workload provision. Budgetarily, this could be accomplished by changing the definition of a full-time equivalent graduate student to 12 Student Credit Units instead of the current 15, by negotiating an increase in the weighting assigned to graduate course units, or by adjusting the normative ratios by which faculty positions are generated for graduate instruction.* (Recommendation 23b)

• *The faculty graduate coordinator in a department or program should be recognized as an important element in promoting graduate student diversity and providing leadership necessary to the vitality and quality of the graduate program. Such recognition should be made explicit by adjustment of teaching load.* (Recommendation 20b)

Note: This draft contains recommendations submitted to the Board of Trustees in November 1990. In recommendations 8 and 13, references to doctoral programs have been revised to indicate that these are "joint doctoral" programs. All other recommendations are identical to those previously submitted.

SLC DRAFT 5/1/91 Grad mpl. May 91

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January 9, 2012 **Code: AA-2012-01**

MEMORANDUM

TO: Provosts/Vice Presidents, Academic Affairs

FROM: Ephraim P. Smith
Executive Vice Chancellor and Chief Academic Officer

SUBJECT: "Blended" or "4 + 1" Bachelor's and Master's Degree Programs

This coded memorandum establishes systemwide minimum processes and policies pertaining to CSU undergraduate and graduate degree programs offered to students through simultaneous matriculation. Combinations that blend degree and credential programs are excluded, and issues not addressed in this memorandum shall be determined at the campus level.

Campuses are not required to offer blended programs, and the standards included herein are minimum requirements. Campuses wishing to offer blended bachelor's and master's programs will need to be aware that timely coordination is required between the academic department and the campus registrar's office to ensure accurate recording of the student's transition from undergraduate to graduate status. This will have direct consequences for student fee assessment and financial aid eligibility, as types of aid and award amounts may vary according to the student's official academic objective. Appropriate state funding to the campus will also depend on accurate recording of student transition in blended programs.

1. **Authorization to Implement Blended Programs**
The president or designee is authorized to implement programs blending existing baccalaureate and master's degree programs in the same support mode and for the purposes of providing an accelerated pathway to a master's degree, and to enhance the undergraduate learning experience. Campuses shall establish, monitor, and maintain appropriate academic rigor and quality.

1.1 Authority to grant postbaccalaureate and graduate special-action admission is provided under Title 5 section 41001:

> An applicant who does not qualify for admission under the provisions of subdivisions (a) or (b), or both such subdivisions, of Section 41000, may be admitted by special action if on the basis of acceptable evidence the applicant is judged by appropriate campus authority to possess sufficient academic, professional and other potential pertinent to the applicant's educational objectives to merit such action.

1.2 Blended programs must meet all applicable CSU policies and state and federal laws.

2. Reporting

2.1 Blended bachelor's and master's degree programs will continue to use the existing CSU degree program codes (formerly "HEGIS") and Classification of Instructional Programs (CIP) codes for their component undergraduate and graduate degree programs. Unlike concurrent degree programs, new CSU degree codes will not be assigned for the blended bachelor's and master's programs.

2.2 To ensure that enrollments are reported accurately, the campus is required to notify Academic Programs and Policy in the Chancellor's Office, signaling an intention to implement the planned blended program. The resultant Chancellor's Office software edits will allow accurate reporting in the CSU Enrollment Reporting System (ERS), without receiving an "error" message.

2.3 While students in regular, non-blended, baccalaureate and graduate programs have a *degree objective code* that ranges from digits "2" to "7," students in blended programs have only the digit "9" as their degree objective code.

2.4 When a blended-program student has earned at least 120 semester/180 quarter units toward program completion, the campus will change the *student level code* to "5," signifying graduate standing. As these students have yet to attain either a baccalaureate or master's degree, their *degree held code* will remain as either "0" or "1." The term FTE calculation for these students will be: 12 units equals one FTES.

3. Application to Blended Programs

3.1 A student must apply to the blended program while in undergraduate status and will be admitted as an undergraduate to the bachelor's component of the blended program.

3.2 Students shall not be required to apply formally for graduate admission.

4. Enrollment and Enrollment Status

4.1 While in undergraduate status, a student in a blended program will take graduate-level courses required for the master's degree.

4.2 At the end of the first academic term in which blended-program students have earned at least 120 semester/180 quarter units (the minimum required for the regular baccalaureate major degree program), the campus will change the student-level codes to "5," signifying graduate degree objective status.

4.3 Units considered toward meeting this degree-objective status threshold may include either undergraduate or graduate, and shall include only those units that count toward satisfying either the bachelor's or master's requirements in the blended program.

4.4 To ensure proper awarding of degree credit, all *lower-division* work (including lower-division general education courses and American Institutions courses) shall be completed prior to changing to graduate degree objective status.

5. International (F-1 Visa Holder) Students

A letter must be submitted to the appropriate office on campus to indicate the change of degree status for international students. This requirement is related to the students' need to maintain full-time status, as the number of units required for full-time status is different at the undergraduate level and graduate level.

6. Tuition Fees

6.1 A student will be assessed the undergraduate State University Tuition Fee only during the time in which the blended-program student has earned fewer than 120 semester/180 quarter units applicable to the blended bachelor's and master's degree programs.

6.2 When the *degree-objective status* is changed to "graduate," the student will be assessed the graduate student fee, and may continue to take upper-division undergraduate courses.

6.3 Students in a master's degree program that has been authorized to assess the higher graduate professional degree ("MBA Fee") will only be charged that tuition fee for courses required to complete the fee-approved master's degree program.

7. Minimum Requirements for Completion of Blended Programs

A minimum of 150 semester units (120 + 30) or 225 quarter units (BS 180 + MS 45) are required in blended programs.

8. **Provision for Completing the Baccalaureate Portion Only**
If a student in a blended program opts not to complete the master's program but does complete the undergraduate degree requirements, undergraduate matriculation shall be re-opened in order to grant the baccalaureate degree. There shall be no related cost to the student nor refund of previous graduate fees paid.

9. **Awarding of Degrees**
Both degrees may be awarded during the same term and at a single graduation ceremony, as authorized by Executive Order 971 (http://www.calstate.edu/EO/EO-971.html).
Students are evaluated for Latin honors based on the first 120 semester units or 180 quarter units (i.e. the time period of undergraduate degree objective), regardless of the number of graduate courses taken prior to the transition to graduate status.

For questions regarding Enrollment Reporting System coding, please contact Dr. Philip Garcia at (562) 951-4764 or pgarcia@calstate.edu. Admission questions and Common Management System issues may be directed to Mr. Eric Forbes at (562) 951-4744 or eforbes@calstate.edu. Financial aid questions should be addressed to Mr. Dean Kulju at (562) 951-4737 or dkulju@calstate.edu. Dr. Christine Mallon may be reached at (562) 951-4672 or cmallon@calstate.edu to answer questions related to curriculum.

ES/clm

c: Dr. Ron Vogel, Associate Vice Chancellor, Academic Affairs
Dr. James Postma, Chair, Academic Senate, CSU
Dr. Philip Garcia, Senior Director, Analytic Studies
Mr. Eric Forbes, Assistant Vice Chancellor, Student Academic Support
Dr. Marsha Hirano-Nakanishi, Assistant Vice Chancellor, Academic Research and Resources
Dr. Christine Mallon, State University Dean, Academic Programs and Policy
Dr. Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs
Campus Academic Senate Chairs
Associate Provosts/Associate Vice Presidents, Academic Affairs
Deans, Graduate Studies
Directors, Admission and Records

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March 7, 2012 **Code: AA-2012-04**

MEMORANDUM

TO: Presidents
Provosts/Vice Presidents of Academic Affairs

FROM: Ephraim P. Smith
Executive Vice Chancellor and Chief Academic Officer

SUBJECT: Dual Degree Restriction

Dual Degree Restriction
Consistent with policy established by our regional accreditor, the Western Association of Schools and Colleges (WASC), California State University campuses shall not enter into agreements to offer "dual degrees," through which two or more institutions collaborate to provide a single degree program curriculum, the completion of which results in two or more degrees being awarded, one by each participating institution. For the purposes of CSU policy, it is important that two degrees not be awarded separately by two different institutions in recognition of essentially the same body of work; the title of the degrees awarded is not taken into consideration.

The WASC policy "Dual Degrees Offered Collaboratively by Two or More Institutions," posted at: http://www.wascsenior.org/findit/files/forms/Dual_Degrees_Policy.pdf, specifies:

> WASC does not approve awarding dual degrees for substantially the same body of work. WASC/ACSCU-accredited institutions may not offer a dual degree program with a partnering institution for which the student is awarded two degrees of the same name for completion of what would normally be the course of study for one degree (e.g., a Master of Business Administration from one institution and a second MBA from another institution for the same set of 30 to 36 semester units that would normally lead to a single MBA). Partnering institutions may, however, offer

two degrees with the same name provided that the degree program complies with the provisions of this policy and the WASC/ACSCU Standards of Accreditation, that the degree program is sufficiently extensive and unique in design, and that it exceeds the amount of academic work typically required for a single degree.

Concurrent Degree Programs
This restriction does not apply to CSU concurrent degree programs, in which two different degree programs are coupled by the university for the purposes of offering complementary learning experiences. Students enroll simultaneously in both programs (such as a Master of Public Health and a Master of Social Work) and are awarded two separate degrees upon completion of the required curriculum.

Blended Degree Programs ("4 + 1")
This restriction does not apply to CSU "blended" degree programs, which are designed to provide a seamless process through which students progress from undergrad to graduate status in an accelerated pathway. Blended programs allow students to begin working on master's degree requirements before the related bachelor's degree is completed. Both degrees may be completed in the same term, and students may be awarded the two separate degrees simultaneously (such as a BS in Mechanical Engineering and an MS in Mechanical Engineering) upon completion of the required curriculum.
For more information, please see:
http://www.calstate.edu/app/policies/AA-2012-01Blendeddegrees4+1.pdf

Joint Degree Programs
This restriction does not apply to joint degree programs, in which multiple institutions collaborate to offer the curriculum required to earn a single degree that is awarded jointly by the partner institutions. Education Code 66010.4(b) authorizes the California State University to award doctoral degrees jointly with the University of California or jointly with independent institutions of higher education in California. Title 5 section 40100.1 authorizes CSU campuses to develop cooperative curriculum leading to joint CSU bachelor's, master's, and doctoral degrees (within degree granting authorizations established in California Education Code).

Double major
This restriction does not apply to double majors, in which a student earns one degree designation with two majors (Bachelor of Arts with Majors in History and Religious Studies). This is different from a student simultaneously pursuing two majors that each lead to a different type of bachelor's degree (Bachelor of Arts degree in Business Administration and a Bachelor of Science in Biology). Campuses develop policies on double majors and on pursuing two distinct degree programs simultaneously.

In all cases in which a student completes the requirements of two or more degree programs within one academic term, the student may be awarded the earned degrees during the same commencement ceremony. Please see Executive Order 971: http://www.calstate.edu/EO/EO-971.html.

Questions regarding dual degrees and related issues may be directed to the offices of Academic Programs and Policy (562) 951-4672, Extended Education (562) 951-4795, or International Programs (562) 951-4790.

ES/clm

cc: Charles B. Reed, Chancellor
CSU Executive Staff
CSU Vice Presidents of Finance
CSU Associate Provosts/Associate Vice Presidents, Academic Affairs
CSU Deans of Extended Education
CSU Deans of Graduate Study
Mr. Eric Forbes, Assistant Vice Chancellor, Student Academic Support
Dr. Christine Mallon, State University Dean, Academic Programs and Policy
Dr. James Postma, Chair, Academic Senate, CSU
Ms. Sheila Thomas, State University Dean, Extended Education
Mr. Leo Van Cleve, Director, International Programs
Dr. Ron Vogel, Associate Vice Chancellor, Academic Affairs

Summary of California State University
Processes for Review and Approval of Proposed Degree Programs

Trustee approval of a degree program projection authorizes the campus to begin developing a program implementation proposal, which then has to be submitted to the Chancellor. There are three submission routes for campuses to pursue: (1) *The traditional process*, (2) *the fast-track process*, and (3) *the pilot process*. Trustee-approved criteria for the fast-track and pilot processes indicate the criteria that must be met in order to proceed through these optional paths.

Traditional Process

The traditional process is available to all implementation proposals. It is the process required for proposed degree programs.

1. A campus submits a proposal to add a projected degree program to the Academic Master Plan.
2. Chancellor's Office (Academic Programs and Policy) reviews and recommends appropriate projected programs, which are included in the March Board Agenda Item for trustee consideration and vote.
3. Trustee-authorized projections may proceed to proposal development.
4. Campus-approved degree implementation proposals are submitted to Academic Program Planning early in the year prior to planned implementation.
5. Implementation proposals undergo system-level review, including:
    a. Faculty review (affiliated with CSU and/or other institutions); and
    b. Staff Review.
6. Proposals requiring revision are returned to the campus for modification and are subsequently re-submitted.
7. Proposals sufficiently meeting expectations for all review criteria and complying with State law, administrative code, and trustee and system policy are recommended to the Chancellor for approval.
8. The Chancellor reviews and either requests revision or approves on behalf of the Board of Trustees, having been delegated that authority.
9. Newly approved programs must undergo program review within five years of implementation.

"Fast-Track" Combined Projection and Proposal Process

As adopted by the Board of Trustees in July 1997, the fast-track process shortens the time to implementation by allowing program implementation proposals to be submitted at the same time that the projection is proposed to the trustees. Fast-track does not mean the proposal review process will be expedited or move more quickly through the normal review process. A proposed fast-track degree program must meet the following criteria:

1. 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;
2. 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;
3. It can be adequately housed without a major capital outlay project;
4. It is consistent with all existing state and federal law and trustee policy; and

5. It is a bachelor's or master's degree program and the program has been subject to a thorough campus review and approval process.

Pilot-Program Process

In support of the CSU tradition of experimentation in the planning and offering of degree programs, Trustee policy established in July 1997 that a limited number of proposals that meet fast-track criteria may be implemented as 5-year "pilot programs" without prior review and comment by the Chancellor.

1. Pilot Implementation Procedures
    a. Prior to implementation, the campus is obligated to (1) notify the Chancellor's Office of plans to establish the program and (2) to provide a program description and curricular requirements.
    b. While Chancellor's Office approval is not required, a pilot-program must be acknowledged by the Chancellor's Office before the program is implemented.
    c. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.

2. Pilot Operational Policy
    a. A pilot program is authorized to operate only for five years.
    b. If no further action is taken by the end of the five years, no new students can be admitted to the pilot program.
    c. The campus is obliged to make appropriate arrangements for students already enrolled to complete the program.

3. Pilot Conversion Procedures

    For the program to continue beyond the five-year limit, the campus must propose to the Chancellor's Office converting the program from pilot to regular program status. A pilot program could be converted to regular program status and be approved to continue to operate indefinitely if the following conditions are met:

    a. The campus committed the resources necessary to maintain the program beyond five years;
    b. 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 produce acceptable SLO assessment data; to be attractive to students; and to produce graduates attractive to prospective employers and/or graduate programs, as appropriate; and
    c. Approval by the board and the Chancellor is given after review and comment by the Chancellor's Office.

The California State University
OFFICE OF THE CHANCELLOR

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9/20/2018

Academic Program Approval Requirements			
Chancellor's Office Approves	**Notify Chancellor's Office**	**Notification via Degrees Database Only**	**No Notification or Approval Required**
New Program Proposals, including projections	Before adding new concentrations, options, or emphases, specific information is sent to the Chancellor's Office, including exact titles, course list, CSU Degree program codes	Changes in unit requirements for degrees (as long as a bachelor's does not exceed Title 5 maximum)	Certificates Add Discontinue Change
Pilot Conversion to Regular Program Proposals	Pilot Proposal-notification is sent prior to implementation.	Degree Program Admission Suspension and/or Reinstatement	Minors Add Discontinue Change
Proposal to elevate options and concentrations to full degree major programs	4 + 1 Degrees: Two programs such as a Bachelor's + Master's degree may be linked in an accelerated "blended" route to a graduate degree. E-mail notification + update to Degrees Database.	Reasonable (minor) modification of Campus-Specific Degree Title or Concentration Title.	Department Name Changes
Proposal to convert special sessions programs to state support	Degree Program Discontinuance: Campuses with approved discontinuation policies may discontinue programs without prior Chancellor's approval. Notification + update to Degrees Database.	Degree Program change to Obsolete status: used when there are no more students in a discontinued program.	Credentials Add Discontinue Change

Chancellor's Office Approves	Notify Chancellor's Office	Notification via Degrees Database Only	No Notification or Approval Required
Proposal to add a self-support counterpart of a previously approved state-support degree program	Concurrent Degrees: contact the CO for issuance of a unique CSU degree code for concurrent degrees.		
Proposal to change a degree title or suggest a new CSU degree reporting code			
Proposal to change a CSU degree designation (e.g., BA to BS, MA to MS)			
WASC substantive change - Degree Authority - Off-campus > 25 miles - ≥ 50% online			

IV. ACADEMIC PROGRAM DEVELOPMENT

ACADEMIC PROGRAM AND RESOURCE PLANNING IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Basic (Core) Undergraduate Programs

July 1980*

6. Basic (CORE) UNDERGRADUATE PROGRAMS

In developing the original planning policies for the CSUC, the Board of Trustees recognized that certain academic programs at the undergraduate level were so fundamental to the University they should not be required to meet the "need and demand" criteria established as prerequisites offering other programs. The assumption of a "core" is equally critical to both campus and system reviews where discontinuation is being considered. Such programs are identified as basic core undergraduate programs. The following list is adapted with alteration from the Trustees' 1963 list of subjects.

Recommendation XI

The following disciplines are the only ones wherein need and demand should not be the preeminent criteria for offering undergraduate programs. In evaluating these undergraduate programs, qualitative criteria regarding program integrity should be paramount.

Humanities and Fine Arts

Art
English
Foreign Languages
Music
Philosophy
Speech/Communication
Theatre Arts/Drama

Natural Sciences and Mathematics

Biology
Chemistry
Geology
Mathematics
Physics

Sociology and Behavioral Sciences

Anthropology
Economics
Geography
History
Political Science
Psychology
Sociology

Other programs comprised of the above disciplines which an individual campus may define as basic to its mission, such as ethnic and/or interdisciplinary studies programs.

7. GRADUATE PROGRAMS

Certain attributes of graduate education – including increased emphasis on scholarship, rigor and structures supportive of them – suggest that qualitative criteria are of equal importance to need and demand in reviewing graduate programs. The use of qualitative criteria as a major factor in decisions to delete, retain or add programs argues against a minimum complement of master's degree programs which would be standard to each campus. Graduate programs should not be automatic offerings of every department at each campus, but should be located only where all relevant criteria can be satisfied.

CSU Trustee Policy on Academic Program Planning
Includes designation of "Foundation Programs"

The following Trustee Guidelines regarding program development have guided CSU planning since the 1960s. In addition, program development in some areas (e.g., engineering), is limited or guided by Title 5 or system-level policy.

1. Curricula are to reflect the needs of students and of the state.

2. The foundation program for all campuses in the system consists of the liberal arts and sciences, business administration, and teaching. The Board designated specific subject areas that would be regarded as the "Broad Foundation Program," which was updated in 1979 by the Project Team on Academic Programs to include: undergraduate programs in anthropology, art, biology, chemistry, economics, English, foreign languages, geography, geology, history, mathematics, music, philosophy, physics, political science, psychology, sociology, speech/communication, and theatre arts/drama. Societal need and student demand are not the "preeminent criteria" for offering baccalaureate programs in these disciplines.

3. Programs in applied fields and professions other than those above are to be allocated within the system on the basis of (1) state needs, (2) campus service-area needs, and (3) identification of employment opportunities.

4. Curricula in applied fields and professions are to be allocated in a systemwide pattern that will achieve an equitable and educationally sound distribution of programs throughout the state.

5. While all university campuses may wish to offer the same programs, the trustees exercise great selectivity in the final approval of new curricula.

6. Specialized, high-cost programs are to be allocated on the basis of review and study of the individual subject area.

7. Degree programs are to be broadly based and of high academic quality.

8. Unnecessary proliferation of degrees and terminology is to be avoided.

9. Formal reviews of existing curricula are to be conducted by each campus.

Sources:

Academic Program and Resource Planning in the California State University and Colleges ["the Blue Book"]. The California State University and Colleges (July 1980). 39.

October 23, 1995 Peter S. Hoff Memo to Presidents: "TRUSTEE APPROVAL OF ACADEMIC PLANS AND REQUEST FOR UPDATED PLAN"

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. 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. For undergraduate degrees, the total number of units required for graduation must still be made explicit.
2. Submit **ONE** electronic copy to degrees@calstate.edu. A Word version is preferred.

CSU DEGREE PROPOSAL
Faculty Check List
(please submit with program proposal)

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

_____ Board of Trustees Academic Master Plan approval date

_____ Date Substantive Change Program Screening Form was submitted to WSCUC (WASC)
Substantive change required: yes _____ no _____ (Form can be found in Appendix C).

_____ Copies of any contracts or agreements made between parties with an interest in operating the proposed program. Other entities may include academic departments, academic institutions, foundations, vendors or similar. Please include a copy of the agreement and an e-mail or other evidence that the campus attorney has approved the agreement.

_____ 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 request an exception to the 120 semester unit limit policy

___ all units required for degree completion must be included in the total units required for the degree. Any proficiencies required to graduate that are beyond what is included in university criteria admission criteria must be assigned unit values and included in the total unit count.

_____ 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:**
(in conformance with EO 1099 and EO 1102)

____ specification of how all required EO 1099 self-support criteria are met

____ the proposed program does not replace existing state-support courses or programs

____ academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional 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 students to complete the program is specified

* 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 maybe added based on program characteristics and needs.

CSU Degree Program Proposal Template
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.***

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1. **Program Type (Please specify any from the list below that apply—delete the others)**
   a. State-Support
   b. Self-Support
   c. Delivery Format: Fully face to face, fully 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; please use pilot proposal template)
   f. Pilot Conversion (please use pilot conversion template)
   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 in History).
   c. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan.
   d. Term and academic year of intended implementation (e.g., fall 2020).
   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. 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.

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/ 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 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. 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)*

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

      - Institutional learning outcomes (ILOs)
      - Program learning outcomes (PLOs)
      - Student learning outcomes (SLOs)

      Describe outcomes for the 1) institution, 2) program, and for 3) student learning. 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)

   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)

      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.

   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 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.

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

(WASC 2013 CFR: 2.2b)

h. 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.

i. 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

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

(WASC 2013 CFR: 2.2b)

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

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

m. Provide an advising "roadmap" developed for the major.

n. 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

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

6. Student Demand

a. 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.

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. 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 at least one of the following additional criteria shall be met:
   i. The courses or program are primarily designed for career enrichment or retraining;
   ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;

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

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 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.

Submit completed proposal packages to:
degrees@calstate.edu

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

Contact Us

Dr. Alison Wrynn
Interim Assistant Vice Chancellor, Academic Programs and Faculty Development, and
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Academic Programs and Faculty Development is on the Web http://www.calstate.edu/APP/

Contact Extended Education
Dr. Sheila Thomas, Assistant Vice Chancellor and Dean, Extended Education
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"Tips" for Completing a Successful Program Proposal
~ Revised October 2017~

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. Following these guidelines will increase the likelihood of receiving a positive outcome.

All "**Tips"** are *italicized* and directly relate to the prompt indicated. Please note that some prompts in the template do not have "**Tips**" 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.

1. **Program Type (Please specify any from the list below that apply-delete the others)**

   Please indicate all items (a-h) that apply to the program being proposed. Delete all remaining items that do not apply. For example:

   a. State-support
   c. Fully face-to-face
   g. New Program

2. **Program Identification**

   All elements, a-k must be addressed.

   k. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

      When developing the curriculum for a new program, curricular content guidance is provided from the Classification of Instructional Programs (CIP) code. CIP codes are part of the Integrated Postsecondary Education Data System (IPEDS), run by the National Center for Education Statistics. Because CSU campus programs report to the CSU Chancellor's Office and nationally to IPEDS, accurate reporting of degree program data relies on consistent use of codes that reflect the curricula defined by IPEDS. ***It is important to insure that program curriculum reflects the basic programmatic content as described in the CIP code definition.*** *A campus may suggest a code but the Chancellor's Office will make the ultimate determination on the appropriate code to be used.*

3. **Program Overview and Rationale**

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

      The first sentence should describe the program's purpose clearly and succinctly. For example, "This program is designed to . . ." or "The purpose of the program is to . . ." will help to define and describe the program's content knowledge. Define program

strengths as the compelling or unique features that will draw candidates to apply and ultimately enroll.

The overview also requires a statement of how the program fits with the institutional mission or institutional learning outcomes. Simply stating "This programs fits with the institutional mission" is not sufficient. Instead, state the actual mission statement or expected outcomes 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. The justification is critical as it forms the basis of the argument for requesting approval to offer the proposed program.

b. Provide the proposed catalog description. 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 section 2e), course unit requirements, and if applicable, any allowable units associated with demonstration of proficiency.

4. total units required to complete the degree

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

In separate sections provide the proposed catalog description (the copy prospective candidates will view). The catalog copy should include 1) a description of the program, 2) admission requirements – avoiding vague language and requirements with multiple interpretations, and 3) a list of all required courses indicating which courses are electives and or prerequisites. In the course list, include the course number, course title, and number of units required, 4) the total number of units to complete the degree keeping in mind the 120 maximum policy for most bachelor's degrees and the minimum of 30 units for master's degrees. For master's degrees, describe the type of culminating experience required. Title 5 allows three choices – thesis, project, or comprehensive examination.

A note about admission requirements: Criteria must be clear, succinct, and stated using unambiguous terms. For example, rather than saying "satisfactory completion," indicate the criteria that define satisfactory completion such as "with a 2.5 GPA."

4. Curriculum

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

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

List the outcomes for the 1) institution, 2) program, and for 3) student learning. 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) contain the specific discipline's knowledge, skills, and dispositions students are expected to know as program graduates. Student learning outcomes (SLOs) clearly convey the specific and measureable behaviors students must demonstrate in order to achieve the program's outcomes. SLOs also determine the type of assessments to be used to assess if the desired level of learning has been achieved.

(WASC 2013 CFR: 1.1, 1.2, 2.3)

Institutional learning outcomes (ILOs)

Overall, ILOs are the collective expression of the learning environment the university offers to any enrolled student. It is beneficial to examine ILOs at the beginning of the program development process to make sure program and student learning outcomes will be progressively more narrow extensions of the university outcomes.

Examples of institutional learning outcomes (ILOs):

Graduates of XXX University will:

- *think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;*
- *communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;*
- *apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;*
- *work collaboratively and respectfully as members and leaders of diverse teams and communities;*
- *act responsibly and sustainably at local, national, and global levels;*
- *demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.*

Program learning outcomes (PLOs)

PLOs reflect the core themes and discipline content areas of the major and should be natural outgrowths of the university ILOs. Program outcomes are best written with a strong focus on describing the characteristics of an ideal program graduate within the specific discipline. Five or six program outcomes tend to be both adequate and manageable.

Examples of program learning outcomes (PLOs):

Biological Science program graduates will:

- *apply a rich body of relevant biological sciences knowledge and information to solve complex scientific problems and challenges*

- *integrate the scientific method in field, lab, or research settings through critical analysis, problem solving, and collaborative communication techniques*

- *advocate for biological sciences equity and social justice in diverse and multicultural local, national and global contexts*

Student learning outcomes (SLOs)

Student learning outcomes clearly state the specific and measureable behaviors students will display to verify learning has occurred. Key characteristics of student learning outcomes include 1) clarity, 2) specificity, (this means they are 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 learning outcomes. SLOs should be limited in number (eight or less) to maintain manageability. An SLO (or a combination of two SLOs) should be assessed with only one assignment (oftentimes called a signature assignment) and in only one course.

Constructing Student Learning Outcomes (SLOs): Bloom's Taxonomy of Educational Objectives is an extremely useful tool for creating meaningful student learning outcomes. Effective programs utilize all six levels of the taxonomy with the majority of cognitive outcomes focused on levels 4, 5, and 6 for both undergraduate and graduate programs. For graduate programs, it is especially important to have a higher concentration of outcomes constructed at the top three levels.

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

Examples of Student Learning Outcomes (SLOs):

Physical and Biological Sciences:

- *Using at least three large sets of scientific data related to specific areas of scientific interest (e.g., cell, behavioral, molecular biology, genetics, etc.), students will analyze and synthesize the data to solve a scientific problem.*
- *Students will design and conduct a scientific experiment using all steps in the scientific method and report the findings.*
- *Students will analyze and evaluate multiple perspectives and interpretations associated with various biological science theories and defend or refute their merits in a debate format.*

Languages and Literature:

- *Using critical terms and appropriate methodology, students will complete a written literary analysis following the conventions of standard written English.*
- *French students will make an oral presentation according to established criteria for pronunciation, vocabulary, and language fluency.*

- *French students will accurately read and translate multiple French text passages.*

Mathematics:

- *Students will apply algorithmic techniques to solve problems and obtain valid solutions.*
- *Students will evaluate and judge the reasonableness of obtained solutions and defend their position.*

Humanities and Fine Arts:

- *Using various industry standard protocols, students will analyze and critique works of art and visual objects and render conclusions.*
- *Students will identify musical elements, take them down at dictation, and perform them by 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 and defend their positions.*

Business

- *Students will work in groups and display professional business standards dispositions as part of an effective team.*
- *Students will recognize and accurately diagnose accounting problems.*

(Sample student learning outcomes are adapted and augmented from the Stanford University assessment support website and Fresno City College Student Learning Outcome Handbook). www.stanford.edu/dept/pres-provost/irds/assessment/downloads/CLO.pdf

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	
Knowledge	*define, describe, identify, outline, select*
Comprehension	*classify, discuss, distinguish, estimate, infer, summarize*
Application	*apply, compute, illustrate, interpret, prepare, solve, write*
Analysis	*analyze, compare, contrast, criticize, differentiate, model*
Synthesis	*categorize, construct, design, generalize, reconstruct, synthesize*
Evaluation	*appraise, argue, defend, evaluate, judge, justify, interpret, support*

The verbs listed above represent just a fraction of those contained at each level.

Additional suggested resources:

Anderson, L.W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths J., & Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives.* New York: Longman.

Bloom, B. S. (1984). *Taxonomy of educational objectives book 1: Cognitive domain.* Boston, MA: Addison-Wesley.

Davis, J. R., & Arend, B. D. (2013). *Seven ways of learning: A resource for more purposeful, effective, and enjoyable college teaching.* Sterling, VA: Stylus Publishing.

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to Designing College Courses*. San Francisco: Jossey-Bass.

Marzano, R. J. & Kendall, J. S. (2006). *The new taxonomy of educational objectives.* Thousand Oaks, CA: Corwin Press.

WASC 2013 definition of "outcome":

> A concise statement of what the student should know or be able to do. Well-articulated learning outcomes describe how a student can demonstrate the desired outcome; verbs such as "understand" or "appreciate" are avoided in favor of observable actions, e.g., "identify," "analyze." Learning outcomes can be formulated for different levels of aggregation and analysis. Student learning outcomes are commonly abbreviated as SLOs, course learning outcomes as CLOs, program learning outcomes as PLOs, and institution-level outcomes as ILOs. Other outcomes may address access, retention and graduation, and other indicators aligned with institutional mission and goals (WASC, 2013, Handbook of Accreditation, p. 51).

Connecting the outcomes:

Sample outcomes for a Bachelor of Science degree in Biological Science

ILO – Institutional Learning Outcome	*PLO – Program Learning Outcome*	*SLO – Student Learning Outcome*
Graduates will think critically and creatively and apply analytical and quantitative reasoning to complex problems.	*Graduates will solve complex biological science problems.*	*Using biological science data sets, students will analyze and synthesize the data to solve a scientific problem in their interest area.*

The ILO is quite global. The PLO funnels the learning down to the specific discipline. The SLO outcome data will verify if the PLO and the ILO have been achieved. Note the connectivity (highlighted in yellow) between the ILO, PLO and SLO above. The relationship between the outcomes is significant as it demonstrates connectivity between outcome levels.

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

- Comprehensive program assessment plan addressing all assessment elements
- Curriculum map matrix indicating where student learning outcomes are introduced (I), developed (D), and mastered (M)

<u>The Comprehensive Program Assessment Plan</u>
<u>(Please use the assessment plan template)</u>

The comprehensive assessment plan displays all elements of the assessment cycle. Assessment elements are coordinated to match many accreditation agency assessment

requirements, e.g., WSCUC, ABET, NASM and many others. Please see Appendix A for an example of a completed comprehensive program assessment plan.

The comprehensive assessment plan should identify:

a. *Institutional learning outcomes: 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.*

b. *Program learning outcomes: program learning outcomes (PLOs) highlight the specific discipline's knowledge, skills, and dispositions students are expected to know as program graduates.*

c. *Student learning outcomes: student learning outcomes (SLOs) clearly convey the specific and measureable behaviors students will demonstrate in order to achieve the program's outcomes.*

d. *The course(s) where each student learning outcome is assessed: specific courses in the major can be designated as SLO assessment courses. Not all courses in a major will be designated as an SLO assessment course.*

e. *An assessment activity (also called signature assignment): a reliable and valid assignment that directly measures the stated behavior in the SLO. Examples include (but not limited to): final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis, dissertation, and many others. <u>Only one assessment activity is needed to assess an SLO. It is possible that one major assessment will assess between one and three SLOs.</u>*

f. *Assessment tool: an instrument used to score or evaluate the assessment activity. Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, rating scales.*

g. *Assessment schedule: the timeline for administering the assessments and collecting the data. Examples include staggering SLO assessments over a five-year period.*

h. *How the assessment data and findings will be quantitatively or qualitatively reported: examples of ways to report assessment data include the number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number or percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist.*

i. *Who will collect, analyze, and interpret student learning outcome data: possibilities include a faculty committee, college or university assessment office personnel, assessment coordinator or college administrator who assumes data collection, analysis and interpretation responsibilities.*

j. *Program data/findings dissemination schedule: the frequency data will be disseminated to identified stakeholders.*

k. *Anticipated strategies on how outcome data will be used to "close the loop": how data will be used to respond to issues or areas of concern. Examples include revising a) syllabi, b) SLOs, c) assessment assignments, d) teaching methods, e) program curriculum*

The basic template below provides a sequential and developmental picture of every component in the assessment plan. Graphically displaying ILOs, PLOs and SLOs show the unifying thread between all outcome levels.

Sample Template: Comprehensive Program Assessment Plan

a	*b*	*c*	*d*	*e*	*f*	*g*	*h*	*i*	*j*	*k*
ILOs	*PLOs*	*SLOs*	*Course where each SLO is assessed*	*Assess-ment activity (signature assign-ment) used to measure each SLO*	*Assess-ment tool used to measure outcome success*	*Assessment schedule – how often SLOs will be assessed*	*How assessment data will be reported as evidence SLO performance criteria have been met*	*Desig-nated personnel to collect, analyze, and interpret student learning outcome data for the program*	*Student learning outcome data dissemi-nation schedule*	*Closing the loop strategies*

It is expected that assessments will be refined or changed as a program develops and matures. In graduate degree programs, if an assessment to measure a SLO occurs outside of a course setting, (such as a comprehensive exam, exam through an outside accrediting agency, or a thesis or project), please indicate.

Comprehensive Program Assessment Plan template can be found at:
http://www.calstate.edu/app/program_dev.shtml

Curriculum Map Matrix

The curriculum map matrix identifies the observable and measureable student learning outcomes (SLOs), the courses where they are found, and where content is "introduced (I)," "developed (D)," and "mastered (M)." The map insures that all student learning outcomes are represented across the curriculum at the appropriate times. Please see Appendix B for an example.

(WASC 2013 CFR: 2.4, 2.5, 2.6, 2.7)

Curriculum Map Matrix (Sample Template)
(Where are SLOs Introduced, Developed, and Mastered)?

	COURSE # XXX: Title	*COURSE # XXX: Title*	*COURSE # XXX: Title*	*COURSE # XXX: Title*	*COURSE # XXX: Title*	*COURSE # XXX: Title*	*COURSE # XXX: Title*
SLO 1: (write SLO here)							
SLO 2: (write SLO here)							
SLO 3: (write SLO here)							
SLO 4: (write SLO here)							
SLO 5: (write SLO here)							
SLO 6: (write SLO here)							
SLO 7: (write SLO here)							

Place an I, D, or M in each cell above to indicate where the program content related to each SLO is introduced (I), developed (D), and/or mastered (M). SLO content may be delivered in more than just six courses as indicated in the above table.

The curriculum matrix template can be found at:
http://www.calstate.edu/app/program_dev.shtml

c. Indicate total number of units required for graduation.

Please indicate the total number of units required for graduation from the program and indicate whether they are semester or quarter units. The total should include all prerequisites.

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.

Every attempt should be made to design the curriculum efficiently to meet the Title 5 requirement limiting program units to 120/180. This could involve program learning outcome revisions, extensive curriculum content analysis, combining and streamlining course content, or a re-examination of and realignment with accreditation agency required outcomes, for example.

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.

To ensure the integrity of degree programs, each approved degree title is to be associated with only one set of curricular requirements. Requirements in addition to the core curriculum may be achieved through use of a subprogram (an option, concentration, or special emphasis), as noted in Executive Order 1071. An option, concentration, or special emphasis must constitute less than one half of the units required in the major core to insure that the program's core curriculum reflects the content of the CIP code.

f. List any new courses that are: (1) needed to initiate the program and (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.

Only a list of the new courses and the proposed catalog descriptions are required for this section.

(WASC 2013 CFR: 2.1, 2.2)

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

(WASC 2013 CFR: 2.2b)

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.

h. 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 any one of the following three options: 1) a thesis, 2) a project, or 3) comprehensive examination. Be sure to indicate which type of culminating experience will be required. If a thesis or project, sufficient narrative should address the research skills required to meet the culminating experience requirements.

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

Not all master's degrees will have a corresponding bachelor's degree program. If that is the case, please indicate.

(WASC 2013 CFR: 2.2b)

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

List all admission criteria to the program as well as any prerequisites that must be completed before formal acceptance into the program. The criteria should match the catalog description in 3b above.

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

Describe the academic criteria that must be met in order for a student to remain in the program.

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

Provide specific examples of community college programs contacted or those where articulation agreements have been explored or adopted.

m. Provide advising "roadmaps" that have been developed for the major.

For this section, a table or chart providing several options for students 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:

Program Name - Advising Roadmap - Recommended Course Sequence					
Freshman Year *(xx units)*					
Fall	*Units*	*Summer*	*Units*	*Spring*	*Units*
	Total:		*Total:*		*Total:*
Sophomore Year *(xx units)*					
Fall	*Units*	*Summer*	*Units*	*Spring*	*Units*
	Total:		*Total:*		*Total:*
Junior Year *(xx units)*					
Fall	*Units*	*Summer*	*Units*	*Spring*	*Units*
	Total:		*Total:*		*Total:*
Senior Year *(xx units)*					
Fall	*Units*	*Summer*	*Units*	*Spring*	*Units*
	Total:		*Total:*		*Total:*
				Total Units:	

n. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

If applicable, indicate in addition to WSCUC, the name of the accreditation agency, the discipline specific accreditation requirements, and the intended date of application.

(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. 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.

   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. Describe 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 a brief narrative, if needed, to further explain how the proposed program differs.

c. List 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. Describe 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. Provide applicable workforce demand projections and other relevant data.

   In order to respond to this prompt, use government statistics or other credible evidence such as employer letters attesting to the need of graduates in the field. Overall, the narrative must show the demand for graduates trained in the curricula offered in this program. The key to completing this section successfully is the strength, type and extensiveness of the evidence provided.

*****

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

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 indicating students will indeed enroll in the program. Student petitions gathered over several semesters, prospective candidate surveys indicating intent to enroll if offered, and increased enrollments over time in the related field at feeder institutions are just a few examples of strong and compelling evidence.

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.

When responding to this prompt, possible diversity categories could include race, ethnicity, social class, gender, sexual orientation, disability or exceptionality, second language and linguistic considerations, culture, economics, philosophy, religion, and politics. Evidence of insuring equitable access and consideration might include a brief description of recruitment procedures, candidate selection and evaluation procedures or an application rating rubric identifying multiple measures of evaluation.

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.

A simple table listing the number of declared undergraduate majors and number of degrees produced is sufficient for this section.

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. Specify the expected number of majors in the year of initiation and three years and five years thereafter.

A simple table projecting the number of majors in years one, three, and five is adequate for this section.

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. 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)

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. Describe 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. If a self-support program, be sure to note any facilities fees in the budget.

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

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. Describe academic technology, equipment, and other specialized materials.

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, software simulations, etc.), distance learning technology, digital production equipment, etc.

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.

If new positions will be required to offer this program, provide a cogent argument why the position(s) is needed. Justify the reasons which might include accreditation requirements, retirements, need for specialized skills, etc. The level of support from the responsible administrator will be a key factor in determining the strength of the argument.

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).

As in "a" above, a cogent argument will be needed to justify a request for additional space requiring additional financial resources. Written support from the responsible administrator will strengthen this request.

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.

A letter from the library indicating the extent of current holdings and a commitment to securing additional library resources if needed will support this section.

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.

In order to meet this requirement, self-support programs are generally offered in the evenings or on weekends. They can also be offered at off-site facilities with approvals from the appropriate off-site administrator.

b. Explain how state-support funding is either unavailable or inappropriate.

   Simply stating state-support funds are not available is not sufficient. Compelling evidence, such as a statement from the responsible administrator or other forms of documentation), is needed. An example of inappropriate use of state general fund appropriations would include courses or programs delivered primarily out of state.

c. Explain how at least one of the following additional criteria shall be met:

   i. The courses or program are primarily designed for career enrichment or retraining;

      Generally, if the program is for career enrichment, accepted students should already be in the designated field or have had prior job experience in the same discipline. An admission requirement may even include current employment in the field or in a related discipline. If retraining, students may have already been in the workforce for a period of time. They may need retraining due to job obsolescence, reduction in force, etc.

   ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;

      Please note "significantly removed" refers to geographical location.

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

   iv. 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;

      Many programs require intense supervision or individual advising on an ongoing basis. These types of services require extra time that would not normally be provided in a state-support program.

   v. 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.

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 in the checklist found earlier in this document).

Successful proposals include a detailed budget addressing each element in the self-support program proposal budget checklist. It is important to clearly identify all sources of revenue and all anticipated expenditures. The budget must document the program will be sustainable over several years and that expected revenue will not exceed program costs. An Excel budget spreadsheet is an excellent tool to present budget data showing multiple cohorts if two or more cohorts overlap. It is also helpful to define any line items that may be unique to a specific campus. This will insure budget reviewers understand all types of revenue and expenditures listed. Please see Appendix C for a sample budget template. Campuses are not required to use this template, but at a minimum, budgets should include all line items on the sample. More line items may be added as appropriate to the specific program.

Matrix A1
Example of a Comprehensive Program Assessment Plan
MS Nutrition

University Learning Objectives (ULOs)	Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)	Course where SLO(s) are assessed	Assessment schedule – how often SLOs will be assessed	Assessment activity or assignment used to measure each SLO	Assessment tool used to measure outcome success	How data findings will be reported	Designated personnel to collect, analyze, and interpret data	Closing the loop strategies	Program findings dissemination schedule
ULO 1: Think critically and creatively ULO 3: Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world or arts, sciences, and technology ULO 4: Work productively as individuals and in groups	PLO 1: Graduates show technical competence in the discipline of nutrition science	SLO 1: Apply fundamental principles of nutrition science in research	FSN 581: Graduate seminar in Food, Science and Nutrition (core courses)	Once every two years starting in year one.	Research paper	Rubric designed around criteria for each SLO	Report on percentage of students that meet or exceed a minimum level established for each SLO.	SLO course instructor will assign and grade assessment using rubric developed for this assignment. An assessment committee will analyze rubric data	The assessment committee will review the data and identify where improvement is needed.	Assessment data will be reported to Academic Programs and Planning. The University Academic Assessment Council will review the reports and provide feedback. Feedback will be used to improve assessment plans for the following year.
		SLO 2: Explain, analyze, and interpret fundamental scientific concepts	FSN 516 Population Health and Epidemiology FSN 528 Biochemical and Molecular Aspects of Human Macronutrient Metabolism	Alternating 516 year one, 528 year two	Case Study/Written Assignment			Graduate supervisor will administer assessment An assessment committee will analyze rubric data		
ULO 1: Think critically and creatively ULO 2: Communicate effectively ULO 4: Work productively as individuals and in groups	PLO 2: Graduates can design, analyze, and interpret nutrition research	SLO 3: Application of scientific method to thesis	FSN 599[3] Thesis	Once every two years starting in year two.	Thesis project					

University Learning Outcomes (ULOs)	Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)	Course where SLO(s) are assessed	Assessment schedule – how often SLOs will be assessed	Assessment activity or assignment used to measure each SLO	Assessment tool used to measure outcome success	How data findings will be reported	Designated personnel to collect, analyze, and interpret data	Closing the loop strategies	Program findings dissemination schedule
ULO 3: Demonstrate expertise in a scholarly discipline and under-stand that discipline in relation to the larger world or arts, sciences, and technology ULO 5: Use their knowledge and skills to make a positive contribution to society	PLO 2: Graduates can design, analyze, and interpret nutrition research	SLO 4: Justify the choice of research design and analysis techniques of research data	FSN 599 Thesis	Once every two years starting in year two.	Thesis project	Rubric designed around criteria for each SLO	Report on percentage of students that meet or exceed a minimum level for each SLO	The thesis chair will administer and grade the assessment using rubric developed to assess a thesis. An assessment committee will analyze the rubric data.	The assessment committee will review the data and identify where improvement is needed.	Assessment data will be reported to Academic Programs and Planning office. The university Academic Assessment Council will review the reports to provide feedback. Feedback will be used to improve assessment plans for the following year.
		SLO 5: Defend interpretation of nutrition research data								
ULO 2: Communicate effectively ULO 4: Work productively as individuals and in groups ULO 5: Use their knowledge and skills to make a positive contribution to society	PLO 3: Graduates can communicate and work effectively and with integrity in individual and group settings	SLO 6: Present and defend orally thesis research	FSN 599 Oral and written defense	Once every two years starting in year two.	Oral presentation and written thesis			The thesis chair will administer the assessment. An assessment committee will analyze the rubric data.		

University Learning Outcomes (ULOs)	Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)	Course where SLO(s) are assessed	Assessment schedule – how often SLOs will be assessed	Assessment activity or assignment used to measure each SLO	Assessment tool used to measure outcome success	How data findings will be reported	Designated personnel to collect, analyze, and interpret data	Closing the loop strategies	Program findings dissemination schedule
ULO 4: Work productively as individuals and in groups ULO 6: Ethics, respect, sustainability ULO 7: Engage in lifelong learning	PLO 3: Graduates can communicate and work effectively and with integrity in individual and group settings	SLO 7: Model collegial behavior working in research teams	FSN 599 Thesis	Once every two years starting in year two.	Research team group problem solving exercise.	Rubric designed around criteria for each SLO	Report on percentage of students that meet or exceed a minimum level established for each SLO	The supervisor will administer the assessment. An assessment committee will analyze the data.	An assessment committee will review the data and identify where improvement is needed.	Assessment data will be reported to Academic Programs and Planning office. The university Academic Assessment Council will review the reports to provide feedback on assessment activities and data. Feedback will be used to improve assessment plans for the following year.
		SLO 8: Compare, contrast, and debate fundamental theories and principles of leadership, ethics and values related to nutrition science.	FSN 581 Graduate seminar	Once every two years starting in year two	Written assignment			The instructor will administer the assessment. An assessment committee will analyze the rubric data.		

Template originally created by Mary Pederson and San Luis Obispo faculty.

Matrix A2

Example of a Curriculum Mapping Matrix

MS Nutrition

	COURSE FSN 581 Grad Seminar in Food, Science, and Nutrition	*COURSE FSN 528 Biochemical and Molecular Aspects of Human Macro-nutrient Metabolism*	*COURSE FSN 529 Metabolic Molecular Aspects of Vitamins*	*COURSE FSN 530 Metabolic and Molecular Aspects of Minerals*	*COURSE FSN 516 Population, Health and Epidemiology*	*COURSE FSN 599 Thesis*
SLO 1: Explain and apply fundamental principles of nutrition science	*I/D/M*					
SLO 2: Describe, analyze, interpret and apply fundamental scientific concepts	*I*	*D*	*D*	*D*	*M*	
SLO 3 Apply scientific method in thesis					*I/D*	*M*
SLO 4 Justify the choice of research design and analysis techniques of research data					*I/D*	*M*
SLO 5 Defend interpretation of nutrition research data	*I*	*D*	*D*	*D*	*D*	*M*
SLO 6 Present and defend orally thesis research	*I*	*D*	*D*	*D*	*D*	*M*
SLO 7: Model collegial behavior working in research teams	*I*				*D/M*	
SLO 8: Compare, contrast, and debate fundamental theories and principles of leadership, ethics and values related to nutrition science.	*I/D/M*					

Matrix B1

Sample Comprehensive Program Assessment Plan

MA in Reading (assessment of SLOs in core courses of the major)

a	*b*	*c*	*d*	*e*	*f*	*g*	*h*	*i*	*j*	*k*
ILOs	*PLOs*	*SLOs*	*Course where SLO is assessed*	*Assessment activity (signature assignment) used to measure each SLO*	*Assessment tool used to measure outcome success*	*Assessment schedule – how often SLOs will be assessed*	*How assessment data will be reported as evidence SLO performance criteria have been met*	*Designated personnel to collect, analyze, and interpret student learning outcome data for the program*	*Student learning outcome data dissemi-nation schedule*	*Closing the loop strategies*
ILO 1: Thinking and Reasoning: Think critically and creatively; apply analytical and quantitative reasoning to address complex challenges and everyday problems	*PLO 1: Graduates will apply theory and research results to promote a culture of literacy in diverse families and community.*	*SLO 1: Students will design and implement a research based assessment and intervention strategy to address learners' literacy needs.*	*TED 664*	*Assessment and intervention design and implement-ation project*	*5 point rubric measuring all aspects of effective literacy project design*	*End of every even numbered year*	*% of all students scoring at a 4 or 5 on design project*	*College assessment coordinator and designated program faculty*	*Every other year*	*Assessment committee analysis, share with faculty, collaboratively develop appropriate strategies based on identified areas of need. These might include revising syllabi, revising SLOs and signature assignment.*
ILO 2: Communi-cation Communicat e ideas, perspectives and values clearly and persuasively while listening openly to others	*PLO 2: Students will commun-icate and demonstrat e research based instructiona l practices related to literacy.*	*SLO 2: Students will teach a literacy lesson in an educational setting using a research based literacy instruct-tional technique.*	*TED 661*	*Instructional lesson plan and teaching episode*	*5 point rubric measuring competency in all criteria of effective communi-cation and teaching of literacy technique*	*End of every odd numbered year*	*% of all students scoring at a 4 or 5 on lesson plan and teaching episode*	*College assessment coordinator and designated program faculty*	*Every other year*	*Assessment committee analysis, share with faculty, collaboratively develop appropriate strategies based on identified areas of need. These might include revising syllabi, revising SLOs and signature assignment.*
ILO 3: Collaboratio n: Work collaborative ly and respect-fully as members and leaders of diverse teams and community	*PLO 3: Graduates will display leadership and advocacy skills.*	*SLO 3: Students will present all aspects of their research project to include problem ID, questions, methodol-ogy, findings, conclusions and implica-tions for advocacy.*	*TED 693*	*Oral presen-tation of final culminating project*	*Professor's observationa l checklist of presentation criteria.*	*End of every academic year*	*Number of students who meet 80% of observa-tional presentation criteria.*	*College assessment coordinator and designated program faculty*	*Every year*	*Assessment committee analysis, share with faculty, collaboratively develop appropriate strategies based on identified areas of need. These might include revising syllabi, revising SLOs and signature assignment.*
ILO 4: Diversity: Apply knowledge of	*PLO 4: Graduates will develop a*	*SLO 4: Students will evaluate*	*TED 664*	*Analytical report*	*5 point rubric measuring evaluation*	*End of year in even numbered years.*	*% of all students scoring a 4 or 5 on*	*College assessment coordinator and*	*Every year*	*Assessment committee analysis, share with faculty,*

diversity and multicultural competencies to promote equity and social justice	*balanced literacy environ-ment addressing all required elements aligned with students' assessed language and literacy needs.*	*needs of a school literacy program and recommend next steps to strengthen literacy environ-ment.*			*competency and logical next steps*		*research project rubric*	*designated program faculty*		*collaboratively develop appropriate strategies based on identified areas of need. These might include revising syllabi, revising SLOs and signature assignment.*
ILO 5: Sustain-ability: Act responsibly at local, national and global levels	*PLO 5: Graduates can analyze, interpret and discuss scholarly research in the literacy field.*	*SLO 5: Students will conduct a compar-ative analysis of two literacy research studies.*	*TED 688*	*Comparative analysis paper*	*5 point rubric assessing comparative and analytical skills*	*End of year in odd numbered years.*	*% of all students scoring a 4 or 5*	*College assessment coordinator and designated program faculty*	*Every year*	*Assessment committee analysis, share with faculty, collaboratively develop appropriate strategies based on identified areas of need. These might include revising syllabi, revising SLOs and signature assignment.*

Examples of signature assignment activities: case study, lab report, instructional lesson plan, final exam, presentation, performance, computer simulated tasks, analytical paper, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, observations, classroom response systems, qualifying or comprehensive examination, culmination experience project, thesis, dissertation, etc.

Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist, etc.

Matrix B2
Sample Curriculum Map Matrix

MA Reading (SLOs and core major courses)

	TED 660 Literacy Research and Methods	*TED 661 Compre-hension Research and Methods*	*TED 662 Culture of Literacy: Focus on Diversity*	*TED 663 Literacy Assessment*	*TED 664 Literacy intervention*	*TED 688 Research in Education*	*TED 693 Project*
SLO 1: Students will design and implement a research based assessment and intervention strategy to address learners' literacy needs.	I		*D*		*I, D, M*		
SLO 2: Students will teach a literacy in an educational setting using a research based literacy instructional technique.	*I*	*D*	*D*		*M*		
SLO 3: Students will present all aspects of their research project to include problem ID, questions, methodology, findings, conclusions and implications for advocacy.	*I,*	*D*				*D*	*M*
SLO 4: Students will evaluate needs of a school literacy program and recommend next steps to strengthen literacy environment.			*I*	*D*	*M*		
SLO 5: Students will conduct a comparative analysis of two literacy research studies	*I*	*D*				*D, M*	

Place I, D, or M in each cell above to indicate where the program content related to each SLO is introduced (I), developed (D), and/or mastered (M). SLO content may be delivered in more than just six courses as indicated in the above table.

Sample Budget Format

PROJECTIONS - MS Construction Management - 30 units
12% Attrition Rate
2 year cohort based program

	YR 1 - FY 17/18	YR 2 - FY 18/19	YR 3 - FY 19/20	YR 4 - FY 20/21	YR 5 - FY 21/22
Tuition per unit	$ 500	$ 500	$ 525	$ 525	$ 535
Cohort 1 Number of students	25	22			
Units Students take in FY	15	15			
Cohort 2		25	22		
Units Students take in FY		15	15		
Cohort 3			25	22	
Units Students take in FY			15	15	
Cohort 4				25	22
Units Students take in FY				15	15
Cohort 5					25
Units Students take in FY					15
Total Units	15	30	30	30	30
Total number of students	25	47	47	47	47
Revenue					
Tuition					
Other					
Total Revenue					
Direct Expenses					
Faculty/Staff					
Faculty Program Coordinator					
Faculty Program Coordinator Benefits					
FT Tenure Track Annual Faculty					
FT Tenure Track Benefits					
Adjunct Faculty					
Adjunct Benefits					
Admin/staffssupport					
Admin/staff Benefits					
Other					
Library Services					
Equipment & Supplies					
Facility Fee					
Promotion, Advertising & Print					
Online Course Development Training					
IT/Technical Support (for online programs)					
Total Direct Expenses					
Operating Income/Margin					
Indirect Expenses					
CSU Reimbursement @ x %					
Campus Reimbursement @ x %					
Extended Education Overhead @ x %					
Other					
Total Indirect Expenses					
Total All Expenses					
Net Gain/Loss					

Loss Carry Forward

*** Note: Some line items may not apply to all programs. Please adapt to program needs.**
Tuition and enrollment numbers are examples only.

(sample originally developed by R. Eisenbach and San Marcos, Extended Education).

revised 3/22/17

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10-10-12

Procedures for Fast-Track Degree Programs

The original policy is available at
http://www.calstate.edu/app/documents/Fast_Track_Pilot_Programs.pdf

Fast-Track: Combined Projection and Proposal

In the traditional proposal process, a campus must submit for Trustee approval a proposed degree projection on the campus academic plan; and subsequent to Trustee approval of the projection, the campus may begin developing a degree proposal that will be submitted to the Chancellor's Office for system-level review and approval. In the traditional process, proposals are to be submitted in the academic year preceding planned implementation.

As adopted by the Board in July 1997, the fast-track process shortens the time to implementation by allowing proposals to be submitted at the same time that the projection is proposed to the Trustees. Fast-track proposals still undergo system-level review, and the fast track does not move the proposal through an expedited review process.

Fast-Track Criteria

To be proposed via fast-track, a degree program must meet all of the following six criteria:

1. The proposed program 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.

2. The proposed program 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.

3. The proposed program can be adequately housed without a major capital outlay project. 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).

4. It is consistent with all existing state and federal law and Trustee policy.

5. It is either a bachelor's or master's degree program.

6. The proposed program has been subject to a thorough campus review and approval process.

Fast-Track Timeline

Two deadlines: **The first Monday in January—for July approval**
The second Monday in June—for December approval

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 that raise no major issues can be acted on by the Board of Trustees in March, sent through system-level review, and could receive Chancellor's Office approval in July.

Those proposals that are submitted by the second Monday in June and raise no major issues can be acted on by the Board of Trustees in September, sent through system-level review, and could receive Chancellor's Office approval in December.

Submitting Fast-Track Proposals

When submitting an update to the campus academic plan, please note any fast-track degree proposals and include a very brief description of the program and a rationale for offering it through the fast-track process.

Please use the traditional degree proposal template, available on the APP Web at: http://www.calstate.edu/app/program_dev.shtml under the New Program Development link.

Please direct questions to Dr. Alison Wrynn at (562) 951-4672 or app@calstate.edu

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10-9-14

Procedures for Proposing Pilot Degree Programs

The original policy is available at
http://www.calstate.edu/app/documents/Fast_Track_Pilot_Programs.pdf

The Pilot Degree Program Proposal Process

In support of the CSU tradition of experimentation in the planning and offering of degree programs, Trustee policy established in July 1997 that a limited number of proposals that meet fast-track criteria may be implemented as 5-year "pilot programs" without prior review and comment by the Chancellor.

Pilot-Program Criteria

Pilot degree programs must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus either within the campus's existing resource base, or there is a demonstrated capacity and support to fund the program on a self-support basis.

2. The proposed program 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.

3. The proposed program can be adequately housed without a major capital outlay project. 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).

4. It is consistent with all existing state and federal law and Trustee policy.

5. It is either a bachelor's or master's degree program.

6. The proposed program has been subject to a thorough campus review and approval process.

7. If a self-support program, a budget must be included showing: 1) the per-unit cost to students, 2) the total cost to complete the program, and 3) a cost recovery budget. (See Pilot Program Proposal Template for required budget elements).

Pilot Program Implementation Procedures

1. Prior to implementation, the campus is obligated to (1) notify the Chancellor's Office of plans to establish the program, (2) to provide a program description and list of curricular requirements, and (3) to confirm that each of the pilot criteria apply to the pilot program. To facilitate this requirement, campuses may use the Pilot Program Proposal Template found on the APP website at www.calstate.edu/APP/Resources.
2. While Chancellor's Office approval is not required, a pilot-program must be acknowledged by the Chancellor's Office before the program is implemented.
3. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.

Pilot Operational Policy

1. A pilot program is authorized to operate only for five years.
2. If no further action is taken by the end of the five years, no new students can be admitted to the pilot program.
3. If no further action is taken by the end of the five years, the campus is obliged to make appropriate arrangements for students already enrolled to complete the program.
4. After five years, if a campus decides to convert the pilot program to regular program status, the campus is required to follow the procedure outlined in the *Converting Pilot Programs to Regular Program Status* policy, found at www.calstate.edu/APP/Resources.

Please direct questions to Dr. Alison Wrynn at (562) 951-4672 or awrynn@calstate.edu

APP 5/07/07
Revised 3/28/13
Revised 10/9/14

Updated 09-25-18

Pilot Program Proposal Template
Bachelor's and Master's Levels
Offered through State-Support and Self-Support Modes

This template will help you satisfy the campus obligation to notify the Chancellor's Office of plans to establish a pilot program. Before the planned pilot program may be implemented, the campus must obtain a formal acknowledgment from the Chancellor's Office. While the traditional proposal package and a full Chancellor's Office review of the proposed curriculum, demand, and resources is not required, the system office is obligated to confirm that the planned pilot program appears to meet all applicable laws and policies. Your submission of the following information will make a complete case for the pilot program and facilitate efficient review and response.

1. **Program Type—Please indicate whether state- or self-support and delivery format:**

   a. State-Support

   b. Self-Support

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

2. **Number of Programs in Pilot Status**
   Please confirm the number of pilot programs now offered at your campus. The trustees set a limit of two per campus at one time.

3. **Program Identification**

   a. Campus

   b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts in History).

   c. Term and academic year of intended implementation (e.g., fall 2020).

   d. Total number of units required for graduation. This will include all requirements, not just major requirements.

   e. Specify whether the pilot is currently on the Academic Master Plan or if it will be projected in the coming projection reporting cycle.

4. **Program Description**

   a. Please provide a one-paragraph description of the program.

   b. Include a list of required courses.

5. **Provide evidence to confirm each of the following criteria have been met:**

   a. The proposed program can be offered at a high level of quality by the campus either within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.

b. The proposed program 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. The proposed program can be adequately housed without a major capital outlay project. Major capital outlay construction projects are those projects whose total cost is $610,000 or more (as adjusted pursuant to California Public Contract Code sections 10705(a); 10105 and 10108).

d. It is consistent with all existing state and federal law and CSU Board of Trustees policy.

e. It is either a bachelor's or master's degree program.

f. The proposed program has been subject to a thorough campus review and approval process.

g. If a self-support program, please provide the following information:

- specification of how all required EO 1099 self-support criteria are met
- confirmation that the proposed program does not replace existing state-support courses or programs
- confirmation that academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs
- specification that state funds are either inappropriate or unavailable
- a cost-recovery program budget *
- student per-unit cost
- total cost for students to complete the program

*** Basic Cost Recovery Budget Elements (Self-Support Programs Only)**
for three-to-five year projections

- 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 office costs – staff, recruitment, marketing, etc.
  - Technology development and ongoing support (such as for online programs)

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

- Additional line items may need to be added based on program needs

Questions?

Contact Academic Program Planning

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Changes to Existing Programs

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11-18-15

Converting Pilot Programs to Regular Program Status

The California State University allows a limited number of degree programs that meet certain criteria to be established as "pilot programs" without review beyond the campus level. Pilot programs are proposed to the Chancellor's Office and after a policy-compliance review, may be authorized to admit students for up to five years, at which point the program must be phased out or converted to regular-program status.

Conversion to regular program status requires that the campus submit to the Chancellor's Office a pilot-conversion proposal, which includes: 1) all relevant program identification information, 2) a program catalog description including a list of all curricular requirements, 3) a thorough program evaluation, including an on-site review by one or more experts in the field, 4) a comprehensive assessment plan which includes a) all current student learning outcomes, b) a representative sample of one or more years of student learning outcome data, and c) a description of strategies applied to address areas of concern (closing the loop), 5) evidence of adequate faculty and facilities resources, 6) enrollment statistics over the prior five years, 7) evidence of program quality, 8) evidence of societal need (including labor-market demand), 9) evidence of continued student demand, 10) appropriateness to institutional mission, and 11) a brief narrative on how the program prepares graduates for employment and/or graduate education. For self-support programs, please provide a complete budget indicating all revenue sources and anticipated expenditures as well as 1) the per-unit cost to students, 2) the total cost to complete the program, and 3) a cost recovery budget. (See Program Proposal Template or Pilot Conversion Template for required budget elements).

The campus may use either the traditional new program proposal template, making sure to include an on-site review by one or more experts in the field, or the "Pilot Conversion Template" found at http://calstate.edu/app/program_dev.shtml. Campuses electing not to convert to regular status are expected to submit a letter of discontinuation, specifying program teach-out provisions.

Pilot Program Criteria

The qualifications required for pilot status (listed below) remain in place when a campus converts a pilot program to regular program status.

(a) the program can 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; and

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

APP 10/11/06
Revised 10/9/14
Revised 10/22/14
Revised 11/18/15

Converting Pilot Programs to Regular Program Status Template
Bachelor's and Master's Levels
Offered through State-Support and Self-Support Modes
Revised September 2018

This document provides the format to be used when submitting a request to convert a pilot program to regular program status.

1. **Program Type (Please specify any from the list below that apply—delete the others)**

   a. State-Support

   b. Self-Support

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

2. **Program Identification**

   a. Campus

   b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts 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 2020).

   e. Total number of units required for graduation. This will include all 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 pilot conversion document.

   h. Any other campus approval documents that may apply (e.g. curriculum committee approvals).

   i. Please specify whether this program was subject to WASC Substantive Change review. The campus is required to attach a copy of the WASC Sub-Change proposal.

3. **Program Description**

   a. Please provide the catalog description of the program.

   b. Please prepare a chart listing all curricular requirements.

4. **Program Evaluation**

Please provide evidence of a thorough program evaluation, including an on-site review by one or more experts in the field.

5. **Comprehensive Assessment Plan**

   Please include a student learning outcome assessment plan listing a) all current student learning outcomes, b) a representative sample of one or more years of student learning outcome data, and c) a description of strategies applied to address areas of concern (closing the loop).

6. **Faculty Resources**

   Indicate if the faculty resources are adequate to maintain the program in permanent status. If additional faculty are needed, please provide a statement from the responsible administration(s) indicating that consultation regarding additional faculty has occurred.

7. **Facility Resources**

   Indicate if the facilities will continue to be adequate to maintain the program in permanent status. Indicate if any new facilities will be needed and evidence that consultation regarding any additional resources has occurred.

8. **Enrollment Statistics**

   Please provide enrollment statistics over the prior five years.

9. **Program Quality**

   Please provide evidence of program quality.

10. **Evidence of Societal Need**

    Provide evidence of applicable workforce demand projections and other relevant data that indicate labor-market demand.

    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

11. **Student Demand**

    Provide compelling evidence of continued student interest in enrolling in the program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; survey results from potential students; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

12. **Appropriateness to Institutional Mission**

Please provide a brief narrative describing how the program supports the institutional mission of the campus.

13. Preparation for Employment and/or Graduate Education

Please write a brief narrative on how the program prepares graduates for employment and/or graduate education.

14. Costs (for Self-Support Programs)

For self-support programs, please provide a current cost recovery budget containing the following elements:

* 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.

Please refer to the regular Program Proposal template and Tips document for more detailed information on each of the required sections found at http://www.calstate.edu/APP/ under the New Program Development link.

Questions?

Contact Academic Program Planning

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Interim Assistant Vice Chancellor, Academic Programs and Faculty Development, and
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APP 10-8-14
APP 11-18-15

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Updated November 1, 2016

Elevating Options and Concentrations to Full Degree Major Programs

As with proposals for new degree programs, elevating an option or concentration to a full degree program should reflect the needs of the students and the state, be broadly based, and demonstrate depth, relevancy and applicability to the real world of work. Board of Trustees guidelines prohibit proliferation of degrees and degree terminology.

An implementation proposal using the Elevating Options or Concentrations to a Full Degree Program Template is required when requesting to elevate a formal option, concentration, or emphasis to a full degree program. Each proposal must include:

1. A program overview, a description of the program's fit with the institutional mission or institutional learning outcomes, and a rationale for elevating the option or concentration at this time;
2. The proposed catalog copy including the program description, degree requirements and admission requirements, (including course catalog numbers, titles, course units), and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s);
3. A side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other;
4. A comprehensive assessment plan addressing all assessment elements and a curriculum map matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M);
5. Enrollment numbers in the option for the past three to five years;
6. Teach-out policy language to accommodate those students who will complete the original program with the option or concentration;
7. Evidence the current option will be discontinued once all existing students exit the program;
8. Documentation of the campus approval process with written evidence of continued administrative support to sustain the stand-alone program.

The elevation process requires system-level review and approval. To merit approval, the new degree program must not have significant overlap with the requirements of the existing full degree program from which it was derived. The existing concentration will need to be discontinued when the degree elevation is approved.

Executive Order No. 1071 http://www.calstate.edu/EO/EO-1071-revised-1-20-17.pdf sets systemwide policy on establishing options, concentrations, and other subprograms.

Assigned Degree Program Code
Using a master list of degree programs and reporting codes, campuses report to the Chancellor's Office data on applications, enrollments, and degrees granted in degree programs. To ensure consistent record keeping, campuses use the same pairings of generic systemwide degree program titles and corresponding reporting codes.

The required curriculum for each CSU degree program title (and level) is roughly comparable across the system and reflects the Classification of Instructional Programs ("CIP") program definition for each CIP code. Campuses are allowed to use a slightly different campus-specific title, as long as it is reasonably similar to the official title. The program codes, however, remain the same across the system. The CSU Degrees Database has fields for the official "generic" CSU title and a campus-specific title.

One Degree Title—One Curriculum—One Code
Campuses are to maintain the degree requirements associated with a degree program approved by the Chancellor's Office; and substantive curricular changes are to be approved by the campus curriculum-approval process. To ensure the integrity of degree programs, each approved degree title is to be associated with only one set of curricular requirements. Requirements in addition to the major program may be achieved through the use of a subprogram (an option, concentration, or special emphasis), as noted in Executive Order 1071. An option, concentration, or special emphasis must constitute less than one half of the units required in the major core to insure that the program's student learning outcomes can be achieved by all enrolled students, regardless of subprogram pursued.(For more information on the meaning, quality, and integrity of degrees, please see the Western Association of Schools and Colleges Handbook of Accreditation:

http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/3-degree-programs-meaning-quality-and-integrity-degrees

Approved Official Systemwide Degree Titles and Reporting Codes
The official list of approved systemwide degree titles and their assigned CSU and CIP reporting codes may be found at:
http://calstate.edu/app/documents/CSU-Codes-to-CIP-2010def.pdf

For further information, please contact:
Academic Programs and Faculty Development
(562) 951-4672
app@calstate.edu
http://www.calstate.edu/APP/

Elevating Options or Concentrations to a Full Degree Program Template

Please Note:

- Campuses may mention proposed new degree programs (including concentration or option elevations to full programs) in recruitment material if it is specified that enrollment in the proposed program is contingent on authorization from the CSU Chancellor's Office.
- All approved degree programs, including concentrations, options and special emphases, 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.
- Use this template only if the campus is proposing an elevation of an option, concentration, or area of emphasis to a full stand-alone degree program (see elevation policy dated 11/1/16 for guidance).

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1. **Program Type (Please specify any from the list below that apply—delete the others)**
   a. State-Support
   b. Self-Support (also complete #6 below)
   c. Option Elevation
   d. Delivery Format: fully face-to-face, fully online, or hybrid program
2. **Program Identification**
   a. Campus
   b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts in History).
   c. Term and academic year of intended implementation (e.g., fall 2020).
   d. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.
   e. 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.
   f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option or concentration elevation to a full degree major program.
   g. 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. 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.
   h. 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/ 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.

i. Please provide teach-out policy language to accommodate those students who will complete the original program with the option or concentration.

j. Provide evidence the current option will be discontinued once all existing students exit the program.

3. Program Overview and Rationale

a. Provide a rationale for option or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option or concentration to a full degree program at this time.

b. Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).

c. Provide written documentation of the campus approval process with written evidence of a significantly greater campus and administrative commitment to sustain the stand-alone program than was required to establish it as a specialization area.

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

a. Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.

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)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome, (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.

5. Evidence of Potential Student Demand

Please provide enrollment numbers in the current option for the past three to five years to provide evidence of sustained and possible future interest in the program.

6. 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 at least one of the following additional criteria shall be met:

i. The courses or program are primarily designed for career enrichment or retraining;
ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
iii. The course or program is offered through a distinct technology, such as online delivery;
iv. 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;
v. 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.

d. For self-support programs, please provide a cost recovery budget which includes the following elements:

* 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

Submit completed proposal packages to:
degrees@calstate.edu

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

Contact Us

Dr. Alison Wrynn
Interim Assistant Vice Chancellor, Academic Programs and Faculty Development, and
Interim State University Dean, Academic Programs

Phone (562) 951-4672
awrynn@calstate.edu

Academic Programs and Faculty Development is on the Web http://www.calstate.edu/APP/

Contact Extended Education
Dr. Sheila Thomas, Assistant Vice Chancellor and Dean, Extended Education
Phone (562) 951-4795
sthomas@calstate.edu

The California State University
OFFICE OF THE CHANCELLOR

Academic Program Planning
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Long Beach, CA 90802-4210

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Websites Where Additional Significant Program Modification Guidance Can Be Found

Degree Designation Change

http://www.calstate.edu/app/documents/program_modification/degree_designation_changes.pdf

Changing a Degree Title or Suggesting a New Code

http://www.calstate.edu/app/documents/program_modification/Changing-a-Degree-Title-or-Suggesting-a-New-Code.pdf

Chancellor's Office Approval Required for WASC Substantive Change Proposals

http://www.calstate.edu/app/documents/program_modification/Substantive_Change.pdf

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

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SAN JOSÉ
SAN LUIS OBISPO
SAN MARCOS
SONOMA
STANISLAUS

January 20, 2017

MEMORANDUM

TO: CSU Presidents

FROM: Timothy P. White
Chancellor

SUBJECT: Delegation of Authority to Approve Subprograms (Options, Concentrations, Special Emphases) and Minors — Executive Order 1071 Revised January 20, 2017

Attached is a copy of Executive Order 1071 revised January 20, 2017, which supersedes Executive Order 1071 March 26, 2012 and updates policy for options, concentrations, special emphases, and similar subprograms. The policy also addresses minors.

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 contact the Office of Academic Programs and Faculty Development at (562) 951-4722 or degrees@calstate.edu.

TPW/clm

Attachment

c: CSU Presidents
CSU Office of the Chancellor Leadership
Provosts and Vice Presidents of Academic Affairs
Associate Vice Presidents of Academic Affairs
Deans of Graduate Studies
Directors of Institutional Research
Directors of Admission

401 GOLDEN SHORE • LONG BEACH, CALIFORNIA 90802-4210 • (562) 951-4700 • Fax (562) 951-4986

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4722

Executive Order: 1071 Revised January 20, 2017

Effective Date: January 20, 2017

Supersedes: Executive Order 1071 Effective March 26, 2012

Title: Delegation of Authority to Approve Options, Concentrations, Special Emphases (and Similar Subprograms) and Minors

This executive order is issued pursuant to Section II (a) of the Standing Orders of the Board of Trustees of the California State University and sections 40100 and 40500(c) of Title 5 of the California Code of Regulations. This executive order supersedes Executive Order 1071 March 26, 2012.

1. Delegation of Authority

Authority is delegated to the presidents to approve campus implementation of options, concentrations, special emphases (and similar subprograms), and minors.

2. Definition of Terms

2.1 Options, concentrations, special emphases and similar subprograms are not defined at the system level, nor are unit minima for these "subprograms" established at the system level.

2.2 Minors are not defined at the system level, and campuses may set local policy regarding minors.

3. Requisite Conditions of Approval

3.1 An option, concentration, special emphasis (or similar subprogram) or a minor may be approved under the authority delegated by this executive order only if the requirements comply with CSU policy and applicable law and if adequate faculty, physical facilities, and library holdings sufficient to establish and maintain that subprogram already exist, or where such support can reasonably be expected to become available.

3.2 To ensure valid reporting to the National Center for Education Statistics through the Integrated Postsecondary Education Data System, an option, concentration, or special emphasis (or similar subprogram) must constitute less than one half of the units required in the major program.

4. Required Chancellor's Office Notification

4.1 Prior to implementation of any option, concentration or special emphasis (or similar subprogram) approved under this delegation, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law. Campus notifications shall be submitted to the Department of Academic Programs and Faculty Development (at degrees@calstate.edu), and shall include:

a. The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);

b. A list of courses and required units constituting the major and the new subprogram;

c. Total units required to complete the entire degree, including the combination of subprogram and major program;

d. The complete list of courses and required units constituting the major degree program;

e. A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;

f. The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;

g. The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);

h. A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and

i. Documentation of all campus-required curricular approvals.

4.2 Subsequent to receiving Chancellor's Office confirmation and prior to implementation of any option, concentration or special emphasis (or similar subprogram) approved under this delegation, the campus shall enter the new subprogram into the CSU Degrees Database. Minors are not included in the CSU Degrees Database.

4.3 There is no requirement to notify the Chancellor's Office of new, modified or discontinued minors.

5. Policy Compliance

The Chancellor's Office shall require the discontinuation of any option, concentration, or special emphasis (or similar subprogram) that does not comply with CSU policy within the timeframe specified by the Chancellor's Office.

_____

Timothy P. White, Chancellor

Dated: January 20, 2017

The California State University
OFFICE OF THE CHANCELLOR

Academic Programs and Faculty Development
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

Phone 562-951-4672
e-mail app@calstate.edu

www.calstate.edu/app

Updated February 15, 2017

Adding Options, Concentrations, Special Emphases and Minors

Definitions
While the CSU does not have systemwide definitions for options, concentrations, emphases, and special emphases—and definitions will vary by campus—in practice, these are considered "subprograms" that are minimal requirements relative to the major core. In order to ensure what WASC calls the "meaning, quality, and integrity" of degrees, approved campus degree programs maintain consistent requirements that reflect the approved title and that ensure sufficient opportunities for students to achieve the degree-program's learning outcomes. Additional requirements occur within subprograms, including options, concentrations, special emphases, tracks, threads, and so on. Assessment of student learning outcomes in subprograms is encouraged.

Campus Authority
Presidents have the authority to approve the implementation of minors. See Executive Order 1071.

Presidents are delegated the authority to approve options, concentrations, and special emphases if the requirements comply with CSU policy and applicable law and if there are sufficient faculty, physical facilities, and library holdings to establish and maintain the proposed curriculum.

One Degree Title—One Curriculum
When adding subprograms, campuses are to maintain the degree requirements associated with a degree program approved by the Chancellor's Office; substantive curricular changes are to be approved by the campus curriculum-approval process.

To ensure the integrity of degree programs, each approved degree title is to be associated with only one set of curricular requirements. Requirements in addition to the core curriculum may be achieved through use of a subprogram (an option, concentration, or special emphasis), as noted in Executive Order 1071. The program core shall represent the majority of required units so that the program's major core curriculum and associated student learning outcomes related to the core can be achieved by all enrolled students, regardless of subprogram pursued. To ensure valid reporting to the National Center for Education Statistics through the Integrated Postsecondary Education Data system (IPEDS), an option, concentration, or special emphasis (or similar subprogram) must constitute less than one half of the units required by the major program. For more information on the meaning, quality, and integrity of degrees, please see the Western Association of Schools and Colleges Handbook of Accreditation:

http://www.wascsenior.org/resources/handbook-accreditation-2013/part-iii-wasc-quality-assurance/institutional-report/components-institutional-report/3-degree-programs-meaning-quality-and-integrity-degrees

Assigning Concentration Codes

The campus may assign to sub-programs either the same code as the major or a different concentration code from the CSU degree program code list (formerly called "HEGIS").

Implementation Procedures
Per EO 1071, before any option, concentration, or special emphasis (or similar subprogram) approved under this delegation, can be implemented, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law. Campus notifications shall be submitted to the Department of Academic Programs and Faculty Development (degrees@calstate.edu). The following information must be submitted:

- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);
- A list of courses and required units constituting that new subprogram;
- Total units required to complete the entire degree, including the combination of subprogram and major program;
- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office;
- A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;
- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;
- The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);
- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and
- Documentation of all campus-required curricular approvals.

Adding Self-Support Concentrations to Self-Support Degree Programs
In addition to the above information, please include the following for self-support programs (in conformance with EO 1099 and EO 1102):

- specification of how all required EO 1099 self-support criteria are met;
- assurance that the proposed program does not replace existing state-support courses or programs;
- evidence that the academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs;
- explanation of why state funds are either inappropriate or unavailable;

- a cost-recovery program budget*;
- the student per-unit cost;
- the total cost for students to complete the program.

* 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
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

Policy Compliance

The Chancellor's Office shall require the discontinuation of any option, concentration, special emphasis or similar subprogram that does not comply with CSU policy within the timeframe specified by the Chancellor's Office.

CSU Degrees Database

Subsequent to receiving Chancellor's Office confirmation and prior to implementation of any option, concentration or special emphasis (or similar subprogram) approved under this delegation, the campus shall enter the new subprogram into the CSU Degrees Database. Minors are not included in the CSU Degrees Database.

ORIGINATED APFD 4/23/13

UPDATED 9/17/15, 11/17/15, 10/3/16, 11/1/16, 2/15/17, 1/29/18

V. PROGRAM CONVERSION, ADDING SELF SUPPORT VERSION, AND PROGRAM DISCONTINUATION

The California State University
OFFICE OF THE CHANCELLOR

Academic Programs and Faculty Development
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

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562-951-4672
562-951-4982 (FAX)

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Converting Special Sessions Programs to State-Support

Self-support and state-support programs both have to be proposed to Academic Program Planning, as do proposals to convert an authorized self-support degree program to state support. While Chancellor's Office review is required, the proposal will not need to duplicate the information submitted in the original special sessions proposal, and campuses do not need to fill out the traditional implementation proposal format. Instead, campuses may submit a report that includes:

1. Program description
2. Rationale for making the change
3. Documentation of resources and faculty support, budget, enrollment, need, and the anticipated impact on the community.

In converting to state-funded programs, the revised budget is the primary focus of concern.

Contact Information

Alison Wrynn
Interim Assistant Vice Chancellor, Academic Programs and Faculty Development, and
Interim State University Dean, Academic Programs
(562) 951-4672
awrynn@calstate.edu
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Sheila Thomas
Assistant Vice Chancellor and Dean, Extended Education
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Revised 7/11/14

Adding Self-Support Counterpart of a Previously Approved State-Support Degree Program

See EO 1099 at http://www.calstate.edu/EO/EO-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 (see page 120-121, Basic Cost Recovery Budget Elements in the CSU degree proposal template checklist in this resource guide);
- Anticipated enrollment;
- Written campus commitment from the provost to provide adequate faculty resources to maintain and sustain the operation of the self-support program; 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.

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/content/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 questions to Dr. Alison Wrynn, Interim Assistant Vice Chancellor, Academic Programs and Faculty Development, and Interim State University Dean, Academic Programs at (562) 951-4672 or app@calstate.edu

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

APP: 10-8-14

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275

Code: AAP 91- 14

Date: April 2, 1991

To: Vice Presidents, Academic Affairs

From: Lee R. Kerschner, Vice Chancellor
Academic Affairs

Subject: Policies on Academic Program Discontinuation

System policies on academic program discontinuation were last addressed in the late 1970's and early 1980's and are still extant. The purpose of this memorandum is to provide information about these policies and the procedures to be used in the event of academic program discontinuations.

EP&R 79-10, issued on January 26, 1979, outlined interim policies for program discontinuance. These are attached. They call on each campus to have written procedures, approved by the Chancellor, for the discontinuance of academic programs. These agreements were later developed by most CSU campuses, and approval was granted for each policy that incorporated the elements outlined in the interim policy, namely broad consultation and mechanisms to permit enrolled students to earn their degrees. Approved policies for 16 campuses are on file in the Chancellor's Office (four campuses have not submitted policies for approval). Campus program discontinuation policies were approved by the Chancellor on the following dates:

Chico	1/8/90
Dominguez Hills	10/7/80
Fullerton	9/17/81
Hayward	10/9/81
Humboldt	7/14/90
Long Beach	11/27/90
Los Angeles	7/20/80
Northridge	12/17/82
Sacramento	8/11/81
San Bernardino	9/16/81
San Diego	4/15/81
San Francisco	5/13/80
San Jose	5/28/80
San Luis Obispo	10/29/81
Sonoma	9/15/81
Stanislaus	6/12/89

Distribution: Presidents
Associate Vice Presidents, Academic Affairs
Deans of Graduate Studies
Deans of Undergraduate Studies
Chairs, Academic Senates
Chancellor's Office Staff

Copies of approved campus policies may be obtained from Dr. Sally Casanova ((213)-590-5952) or Ms. Margery Lazar ((213) 590-5759) in Academic Affairs, Plans.

The interim policy also specified that proposals for degree program discontinuation were subject to review by the Chancellor, and EP&R 80-45 (June 12, 1980), advised campuses of the guidelines that were being used by the Office of the Chancellor to review academic degree program discontinuation proposals. That memorandum advised that recommendations of the Project Team on Academic Programs would be honored, specifically the following recommendation:

> The primary responsibility for identifying programs to be discontinued in response to enrollment changes should rest with each campus. Campus recommendations for program discontinuation should, however, be reviewed by the Chancellor's Office for assessment of system and statewide impact.

Since that memorandum was issued, the Chancellor's Office has asked only that proposals for academic program discontinuation contain assurance that approved campus procedures were followed. Campuses were advised that "system and statewide impact" might be questioned only if programs to be discontinued were core undergraduate programs: programs which would leave a large population without program alternatives; and/or systemwide impacted programs. In subsequent years, all program discontinuation proposals were submitted using campus guidelines (or, in their absence, the interim system guidelines shown attached). and all discontinuation proposals have been approved.

We are aware that a number of campuses are considering academic program discontinuation, and that the timing of such decisions is crucial. Consequently, we are modifying the requirements for Chancellor's Office review, as follows:

1. **Campuses without approved discontinuation policies will continue to observe the guidelines of EP&R 79-10. Discontinuation proposals should be submitted to the Chancellor, and they should include an explanation of how the interim criteria were met. Degree program discontinuations shall not become effective until they have been approved by the Chancellor.**

2. **Campuses with approved discontinuation policies may discontinue programs without prior Chancellor's approval, provided the campus policies are observed; provided the Chancellor's Office is informed of the discontinuations; and provided that the discontinuation is consistent with all Trustee and system policies, including provisions of the MOU where applicable.**

To the extent possible, we will attempt to remove programs from the list of programs in the 1992-93 application booklet, which is being revised over the next few months. Prompt notification of discontinuations would therefore be appreciated.

Questions may be directed to Dr. Sally Casanova ((213) 590-5953), Dr. Jolayne Service ((213) 590-5746, or Dr. Janice Erskine ((213) 590-5953).

Code: EP&R 79-10

DISCONTINUANCE OF AN ACADEMIC PROGRAM

An academic program is defined for this purpose as a sequence of courses leading to a degree.

1. Each campus shall have written procedures, approved by the Chancellor, for the discontinuance of academic programs. These campus procedures are to be based on the following general provisions, insofar as possible:

   a. A proposal to discontinue an academic program will ordinarily be the result of a regular or ad hoc review of the program.

   b. The review shall include broad consultation with groups or persons likely to be affected by the discontinuance, including enrolled students.

   c. The proposal shall specify mechanisms to permit enrolled students to earn their degrees.

   d. The president shall review the proposal with the advice of the campus academic senate and/or appropriate representative committees constituted for this task.

2. All proposals for program discontinuation are subject to review by the Chancellor. This review will be conducted within the following guidelines:

   a. The campus president shall inform the Chancellor of the proposed discontinuation.

   b. The Chancellor will review the proposal for systemwide effects with advice from whatever groups he deems appropriate, and may request additional information from the campus if needed for this review.

   c. The Chancellor will ordinarily provide comments on all such proposals within 30 days. He will inform the President of any system concerns so that these may be considered in the final decision.

   d. The President shall not take any administrative action leading to the de facto or official discontinuation of an academic program before the Chancellor has commented on the proposal.

VI. EO 806: CERTIFICATES AND CERTIFICATE PROGRAMS

THE CALIFORNIA STATE UNIVERSITY

OFFICE OF THE CHANCELLOR

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NORTHRIDGE
POMONA
SACRAMENTO
SAN BERNARDINO
SAN DIEGO
SAN FRANCISCO
SAN JOSE
SAN LUIS OBISPO
SAN MARCOS
SONOMA
STANISLAUS

February 14, 2002

MEMORANDUM

TO: CSU Presidents

FROM: Charles B. Reed
Chancellor

SUBJECT: Certificates and Certificate Programs—Executive Order No. 806

Attached is a copy of Executive Order No. 806, related to certificates and certificate programs.

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.

CBR/clm

Attachment

c: Vice Presidents for Academic Affairs
Extended Education Deans
Executive Staff, Office of the Chancellor

401 GOLDEN SHORE • LONG BEACH, CA 90802-4210 • (562) 951-4700 • Fax (562) 951-4986 • creed@calstate.edu

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4700

Executive Order: 806

Effective Date: February 14, 2002

Supersedes: No Prior Executive Order

Title: Certificates and Certificate Programs

I. Authorization

A. As authorized in the Standing Orders of the Board of Trustees, the Chancellor on behalf of the Board of Trustees may issue a certificate to a student who has completed the prescribed course of study (Standing Orders Chapter III, Section 3.b.).

B. Title 5, California Code of Regulations, Section 40400 provides that the Board of Trustees, upon recommendation of the faculty of the campus, shall issue the appropriate diploma, certificate, or degree to a student who has completed the prescribed course of study.

II. Definitions

A certificate declares that a student has satisfactorily completed the curriculum of a certificate program. A certificate program provides a set of learning experiences concentrated in a specific set of educational goals. In most cases, certificate programs are provided through extended education. At the discretion of the university, academic credit earned in certificate programs may be awarded at the graduate and undergraduate levels. Certificate programs may grant Continuing Education Units (CEUs), or they may include non-credit offerings.

The following are examples of learning goals that may be achieved in certificate programs. This list is provided as illustration only and is not exhaustive.

- Increasing knowledge in a career area by updating a student's knowledge about the career, providing advancement opportunities, introducing students to new developments, or providing added information based on student needs and interests;

- Providing initial knowledge designed for entering a new career, or making a significant change in an existing career, such as moving from a nurse to a nurse practitioner;
- Providing knowledge for new and emerging career opportunities;
- Providing opportunities to explore the possibility of moving to different careers;
- Providing an organized set of knowledge within any discipline, based on student interests, such as in different areas of art, music, literature, mathematics or science; and
- Providing other programs based on identified or anticipated student needs and interests.

III. Establishing Certificate Programs

Campuses are encouraged to establish appropriate policies for planning and developing certificate programs. The campus policies should address the number of semester or quarter credits needed for a credit-bearing certificate program and should specify the requirements for non-credit certificates.

Charles B. Reed, Chancellor

Dated: February 14, 2002

The California State University
OFFICE OF THE CHANCELLOR

Academic Program Planning
401 Golden Shore, 6th Floor
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www.calstate.edu/app/

8/4/10

Certificates and Certificate Programs

Please see Executive Order 806, which is available at http://www.calstate.edu/EO/EO-806.pdf

Campuses are delegated the authority to establish certificates and certificate programs.
There is no required Chancellor's Office notification of certificate implementation, enrollment suspension, or discontinuation.

Please direct questions to Dr. Alison Wrynn at (562) 951-4672 or app@calstate.edu

Document format updated 9/14/15
Contact information updated 9/27/2018

VII. AWARDING MULTIPLE DEGREES AND DIPLOMA FORMAT

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

BAKERSFIELD
CHANNEL ISLANDS
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POMONA
SACRAMENTO
SAN BERNARDINO
SAN DIEGO
SAN FRANCISCO
SAN JOSÉ
SAN LUIS OBISPO
SAN MARCOS
SONOMA
STANISLAUS

March 10, 2006

MEMORANDUM

TO: CSU Presidents

FROM: Charles B. Reed
Chancellor

SUBJECT: Awarding of Multiple Degrees at a Single Commencement — Executive Order No. 971

Attached is a copy of Executive Order No. 971, which allows the recording of multiple majors and degrees on diplomas. This executive order supersedes Coded Memorandum AA-72-12, which did not allow the awarding of more than one degree or diploma to an individual student at one commencement. Further, this executive order extends and updates the diploma format and content guidelines originally distributed in 1963 and reiterated in AA-72-12.

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.

Questions regarding this executive order may be addressed to Dr. Keith Boyum, Associate Vice Chancellor, Academic Affairs, at (562) 951-4712 or **kboyum@calstate.edu**.

CBR/CMH

Attachments

cc: Provosts/Vice Presidents for Academic Affairs
Chair, Academic Senate CSU
Chairs, Campus Academic Senates
Executive Staff, Office of the Chancellor

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Executive Order No. 971

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4712

Executive Order: 971

Effective Date: March 10, 2006

Supersedes: No Prior Executive Order

Title: Awarding of Multiple Degrees at a Single Commencement

This executive order is issued in conformity with Section 40400 of Title 5 of the *California Code of Regulations* and grants campuses the authority to record multiple majors and/or degrees on diplomas issued at a single commencement. Additionally, this executive order extends the guidelines for diploma format and content that were established in 1963.

1.0 Recording multiple majors or degrees

1.1 If a student has completed the requirements for two or more majors leading to the same baccalaureate degree, those majors shall be acknowledged on the diploma.

1.2 If a student has completed the requirements for two or more majors leading to different baccalaureate degrees, those degrees and the completed major or majors leading to each degree shall be acknowledged on the diploma.

1.3 If a student has completed concurrently the requirements for two or more degrees, at least one of which is a graduate degree, the campus may issue a single diploma acknowledging the degrees earned or a separate diploma for each degree earned.

1.4 If more than one major or degree is to appear on the diploma, the student shall be consulted regarding the order in which the student prefers the degree(s) and major(s) to appear.

Illustrations are provided in Attachment A.

2.0 Guidelines for Diploma Format and Content

The diploma shall be issued in conformity with Section 40400 of Title 5 of the California Code of Regulations and shall be consistent with this executive order. The following guidelines shall be in effect:

2.1 If the diploma records one or more degrees awarded solely by the Trustees of the California State University, the diploma shall include the signatures of the governor of California, the chair of the California State University Board of Trustees, the chancellor of the California State University, and the president(s) of the campus(es) issuing the diploma. The diploma shall also bear the official seals of the California State University and of the campus or campuses issuing the diploma. If the diploma records a degree jointly awarded by the Trustees of the California State University and the governing board of another institution of higher education, the diploma shall include, in addition to the signatures and seals listed above, the signatures of appropriate officers of the collaborating institution and the institution's official seal.

2.2 The campus shall determine the design, size, and shape of the diploma.

Sample formats for diplomas are provided as Attachments B and C.

Charles B. Reed

Charles B. Reed, Chancellor

Dated: March 10, 2006

Executive Order No. 971

Attachment A

Illustrative Samples of Degree Designations for Diplomas

If a student were to complete concurrently the requirements for majors in both History and English, each of which leads to a Bachelor of Arts degree, the diploma would read:

… the degree of Bachelor of Arts with majors in History and English ….

If a student were to complete concurrently the requirements for a major in Communication Studies leading to a Bachelor of Arts degree and a major in Graphic Design leading to a Bachelor of Fine Arts degree, the diploma would read:

… the degree of Bachelor of Arts with a major in Communication Studies
and
the degree of Bachelor of Fine Arts with a major in Graphic Design ….

If a student were to complete concurrently the requirements for a major in Computer Engineering leading to a Bachelor of Science degree and a Master of Science degree in Engineering, the campus could issue two diplomas, one for each degree, or one diploma that would read:

… the degree of Bachelor of Science with a major in Computer Engineering
and
the degree of Master of Science in Engineering ….

If a student were to complete concurrently the requirements for a Master of Science degree in Nursing and a Master of Public Health degree, the campus could issue two diplomas, one for each degree, or one diploma that would read:

… the degree of Master of Science in Nursing
and
the degree of Master of Public Health ….

If a student were to complete concurrently the requirements for a Master of Science degree in Nursing and a Master of Science degree in Nutrition, the campus could issue two diplomas, one for each degree, or one diploma that would read:

… the degree of Master of Science in Nursing
and
the degree of Master of Science in Nutrition ….

If a student were to complete concurrently the requirements for a Master of Arts degree in Education and an Educational Specialist degree in School Psychology, the campus could issue two diplomas, one for each degree, or one diploma that would read:

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Attachment B

(Sample Undergraduate Diploma)

THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

On the recommendation of the faculty of

[CSU Campus Name]

have conferred upon

[Student Name]

the degree of Bachelor of _____ with a major in _____

with all the rights, honors, and privileges pertaining thereto.

Given at [City] on the _____ day

Of [Month], two thousand _____.

_____ _____

Governor and President of the Trustees Chair, Board of Trustees

_____ _____

Chancellor President [of the CSU campus]

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Attachment C

(Sample Graduate Diploma)

THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

On the recommendation of the faculty of

[CSU Campus Name]

have conferred upon

[Student Name]

the degree of [Master *or* Doctor] of _____ in _____

with all the rights, honors, and privileges pertaining thereto.

Given at [City] on the _____ day

Of [Month], two thousand _____.

_____ Governor and President of the Trustees

_____ Chair, Board of Trustees

_____ Chancellor

_____ President [of the CSU campus]

APPENDIX

Appendix A: Glossary of Assessment Terms

Assessment cycle	Consisting of four steps: 1) defining learning outcomes; 2) choosing and using a method to gather evidence of learning; 3) analyzing and interpreting the evidence; and 4) using this information to improve student learning (closing the loop).
Assessment method	A way to collect evidence of student learning
Core curriculum	An approach to general education that requires all students to take the same set of courses, rather than choosing from a menu of options.
Closing the loop	Using the findings and analysis of assessment data to improve student learning.
Direct assessment	A way of gauging the quality of student learning by examining student work products and performances directly, rather than relying on grades, credit hours, or "seat time."
Indirect assessment	A way of gauging the quality of the educational experience and program effectiveness through the use of surveys, interviews, focus groups, etc. The findings are "indirect," i.e., filtered through the perceptions and opinions of the respondents.
Outcome	Guides the assessment of student learning concisely stating what a student should know or be able to do. Well-articulated learning outcomes describe how a student can demonstrate the desired outcome; verbs such as "understand" or "appreciate" are avoided in favor of observable actions, e.g., "identify," "analyze."
Outcomes	Student learning outcomes (SLOs): statements clearly describing the specific and measureable knowledge, skills, and behaviors that display and verify learning has occurred. Program learning outcomes (PLOs): statements describing the significant and essential learnings directly related to a major program of study or discipline that students will master and reliably demonstrate. Institutional learning outcomes (ILOs): broad statements clearly describing the knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning.
Program	A systematic, usually sequential grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field.
Rubric	A tool for scoring student work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcome down the left-hand vertical axis, and levels of performance across the horizontal axis. The work or performance

	may be given an overall score (holistic scoring), or criteria may be scored individually (analytic scoring).
Signature assignment	An embedded assessment method using an assignment—either the identical assignment or multiple assignments all constructed according to a common template— across multiple courses or sections of courses. A sample of students' work products is then examined using a rubric to arrive at judgments about the quality of student learning across the course, program, or institution. Alternatively, a signature question may be embedded, for example, in final exams.

*Selected terms and definitions taken directly or modified from the 2013 Handbook of Accreditation (WSCUC).

Appendix B. Program Planning Resource Guide Revision Update Log

Document Name	Original Date	Revision Date
1. Program Planning Resource Guide	Distributed in hard copy on 11/3/11 and 11/4/11	11/21/11– Revised and edited version distributed electronically
2. Program Planning Resource Guide	Electronic version 11/21/2011	Electronic version 5/2012
2a. AA-2012-01: Blended or 4+1 Bachelor's and Master's Degree Programs	New: 5/2012	
2b. AA-2012-04: Dual Degree Restrictions	New: 5/2012	
2c. EO 1071: Delegation of Authority to Approve Options, Concentrations, Special Emphases, and Minors	Replaces EO 602	3/26/2012
2d. Procedures for Proposing New Bachelor's and Master's Degree Programs Template	11/21/11: Section 4b 11/21/11: TIPS – Section 4b	5/2012: Section 4b 5/2012: TIPS – Section 4b
3. Procedures for Proposing New Bachelor's and Master's Degree Programs Template	Spring 2012	9/2012: Section 4b – Minor wording revisions 9/2012: Tips – Minor wording revisions
4. Procedures for Proposing New Bachelor's and Master's Degree Programs and Tips	Fall 2012	Fall 2013 - language revised to reflect 2013 WASC Handbook of Accreditation
5. EO 1047	Fall 2012	Fall 2013 Draft of new EO included for reference
6. EO 1047 – draft of new EO	Fall 2013	November 2014 EO 1099 – supersedes EO 1047
7. Tips document	Fall 2013	Fall 2014 – small additions and updates related to WASC 2013 new criteria
8. Procedures for Proposing Pilot Degree Programs	March 2013	November 2014 – Updated procedures and NEW Pilot Program proposal template
9. Converting Pilot Programs to Regular Program Status	October 2006	November 2014 – Updated procedures and NEW Pilot Program Conversion template
10. Changing CSU Degree Designations	October 2006	November 2014 Updated language
11. Changing a Degree Title or Suggesting a New Code		8-29-14 Updated language and new guidelines
12. Elevating Options and Concentrations to Full Degree Major Programs		10-7-14 Updated language and new guidelines
13. Adding Options, Concentrations, Special Emphases and Minors	April 23, 2013	9/5/14
14. Adding Self-Support Version of a Previously Approved State-Support Degree Program		7/11/14 Revisions to align with new EO 1099
15. EO 1100	September 13, 2011	February 9, 2015 Supersedes EO 1065

16. Tips Document	**Fall 2014**	**Fall 2015 - Updates assessment plan language to simplify and streamline data collection activities.**
17. Program Proposal Checklist	**Fall 2014**	**Fall 2015 - Provides examples of self-support budget line items**
18. Program Proposal Template and Tips Document	**Fall 2015**	**Fall 2016 - Small reorganization and simplification of program proposal template; new additional helpful tips**
19. Glossary of Assessment Terms	**Fall 2016 new**	**November 2016 - Frequently used terms related to assessment**
20. Adding options, concentrations, special Emphases and Minors	**November 25, 2015**	**November 2016 – Some sentences edited for clarification.**
21. Elevating Options and Concentrations to Full Degree Major Programs	**October 7, 2014**	**November 2016 – Clarification of expectations and several additional criteria**
22. Elevating Options or Concentrations to a Full Degree Program Template	**Fall 2016 new**	**November 2016 - New template for option and concentration elevation proposal.**
23. EO 1071 – Delegation of Authority to Approve Options, Concentrations, Special Emphases and Minors	**2012**	**January 2017 – Revised policy**
24. EO 1100 General Education Breadth Requirements	**February 2015**	**Revised August 2017**
25. Matrix B1 and Matrix B2	**October 2017 New**	**Additional examples of a Comprehensive Program Assessment Plan and Curriculum Map**
26. Appendix C	**October 2017 New**	**WSCUC Substantive Change Screening Form**
27. Staff Directory and Contact Information Updated	**May 2018**	
28. Staff Directory updates, curriculum templates updated. Coded memo ASA-2018-06 added.	**September 2018**	**Revised EO 1099 anticipated in October 2018.**

Senior College and
University Commission

WSCUC Substantive Change Program Screening Form

Directions: Institutions planning to implement new degree programs beginning on or after July 1, 2017 should submit this screening form to WSCUC to determine if a Substantive Change review and approval is necessary prior to implementation. A determination on the necessity of review is made after submission of the form and any further information requested by WSCUC. The form should be submitted to John Hausaman (jhausaman@wscuc.org).

Institution:
ALO Name and contact information:
Date:

Proposed program name, modality, and CIP code:
Anticipated Implementation date:

1. Names and CIP codes of the two most closely related programs to the proposed program:
    1)
    2)

2. Number of programs currently offered at the degree level of the proposed program, overall and at the proposed modality:

3. Number of new courses being required for this program:

4. How many new faculty members will be required for this program?

5. Please describe any significant additional equipment or facilities needed for the program:

6. Please describe any significant additional financial resources needed:

7. Please describe any significant additional library/learning resources needed:.

(Please submit for all new programs and concentration elevations).