**California State University**

**Degree Program Proposal Template**

**Revised April 2022**

**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” before completing the Program Proposal Template.***

1. **Program Type (Select all that apply)**
   1. New Program (previously authorized as a projection by the BOT)
   2. [Fast Track](http://www.calstate.edu/app/documents/Fast_Track_Pilot_Programs.pdf) (bachelor’s or master’s only; not already on Campus Academic Plan)
   3. State-Support
   4. [Self-Support](https://calstate.policystat.com/policy/6741737/latest)
   5. Delivery Format:

Fully face to face

Hybrid

Fully online

***Note:*** *For new Pilots and Pilot Conversions use:*

[Pilot Proposal template](https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/PilotProgramProposalTemplate2018.docx)

[Pilot Conversion template](https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/PilotConversionTemplate2018.docx)

1. **Program Identification**
   1. Campus
   2. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts in History).
   3. Date the Board of Trustees approved adding this program projection to the Campus Academic Plan.
   4. Term and academic year of intended implementation (e.g., fall 2024).
   5. Total number of units required for graduation. This will include all requirements (General Education and campus-specific graduation requirements), not just major requirements.
   6. Name of the department(s), division, or other unit of the campus that would offer the proposed degree program. Please identify the unit that will have primary responsibility.
   7. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree program.
   8. 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.
   9. Any other campus approval documents that may apply (e.g., curriculum committee approvals).
   10. Substantive Change Screening Form:
       1. The [WASC Senior College and University Commission (WSCUC)](https://www.wscuc.org/resources/substantive-change/) requires that the campus Accreditation Liaison Officer submit a Substantive Change Screening Form via the Accreditation Management portal for any proposed degree program. If it is determined that no substantive change review is required, please attach a separate document containing the email response from WSCUC.
       2. If the proposed program is subject to WSCUC substantive change review, the campus shall submit a copy of the WSCUC Substantive Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.
   11. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

Using a master list of degree programs and reporting codes, campuses report data to the Chancellor’s Office on applications, enrollments, and degrees granted. 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](http://nces.ed.gov/ipeds/cipcode/)) 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.

Campuses should suggest one CSU degree program code and one corresponding CIP code. The official list of approved systemwide degree titles and their assigned CSU and CIP reporting codes may be found in the [CSU Program Codes and Corresponding CIP Codes](https://www2.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/CSU_Codes_to_CIP_2020.pdf). If an appropriate CSU code does not appear on the system-wide list, you can search CIP 2020 <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56> to identify the code that best matches the proposed degree program. The CSU degree program code and CIP code will be assigned when the program is approved by the Chancellor.

1. **Program Overview and Rationale**
   1. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.
   2. 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 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)
2. **Curriculum –** *(These requirements conform to the WSCUC 2013 Handbook of Accreditation )*
3. These program proposal elements are required:

* 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](http://www.calstate.edu/acadaff/sloa/index.shtml). Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.

(WASC 2013 CFR: 1.1, 1.2, 2.3)

1. These program proposal elements are required:

* [Comprehensive Assessment Plan](https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/Program-Assessment-Plan-Template.docx) addressing all assessment elements
* [Matrix](https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/CurriculumMapMatrixTemplate.docx) 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” ensures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

1. Indicate total number of units required for graduation.
2. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.
3. If any formal options, emphases or concentrations are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.
4. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.
5. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

(WASC 2013 CFR: 2.2b)

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

(WASC 2013 CFR: 2.2b

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

(WASC 2013 CFR: 2.2b)

1. For graduate degree programs, specify criteria for student continuation in the program.
2. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.
3. Roadmaps. Provide a 4-year major and subprogram roadmap and a 2-year transfer roadmap for bachelor’s degree programs or an appropriate year major roadmap for master’s degree programs that outlines the suggested coursework students should complete each semester.
4. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

(WASC 2013 CFR: 1.8)

**Accreditation** **Note:**

*Master’s degree program proposals*

If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree 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, emphasis or concentration that is accredited by an appropriate specialized accrediting agency.

1. **Societal and Public Need for the Proposed Degree Program**
2. List other California State University campuses currently offering or projecting the proposed degree program; list neighboring institutions, public and private, currently offering the proposed degree program.
3. Describe differences between the proposed program and programs listed in Section 5a above.
4. List other curricula currently offered by the campus that are closely related to the proposed program.
5. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.
6. Provide applicable workforce demand projections and other relevant data.

***Note:*** *Data Sources for Demonstrating Evidence of Need*

[US Department of Labor, Bureau of Labor Statistics](http://www.bls.gov/)

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

1. **Student Demand**
2. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.
3. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to ensure all prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to ensure a diverse and qualified candidate pool.
4. 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.
5. Describe professional uses of the proposed degree program.
6. 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.

***Note:*** *Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.*

1. **Existing Support Resources for the Proposed Degree Program**
2. 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)*
3. Describe facilities that would be used in support of the proposed program.
4. Provide evidence that the institution offers adequate access to both electronic and physical library and learning resources.
5. Describe available academic technology, equipment, and other specialized materials.
6. **Additional Support Resources Required**

***Note:*** *If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.*

1. Describe additional faculty or staff support positions needed to implement the proposed program.
2. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is $610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).
3. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.
4. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.
5. **Self-Support Programs**
6. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.
7. Explain how state-support funding is either unavailable or inappropriate.
8. Explain how at least one of the following additional criteria shall be met:
   * 1. The courses or program are primarily designed for career enrichment or retraining;
     2. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
     3. The course or program is offered through a distinct technology, such as online delivery;
     4. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
     5. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.
9. 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**](mailto:degrees@calstate.edu)

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