April 2022

Elevating Options, Emphases or Concentrations to a Full Degree Program Template

As with proposals for new degree programs, elevating an option, emphasis 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. 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 option, emphasis or concentration shall be discontinued when the degree elevation is approved.

Please Note:

- Campuses may mention proposed new degree programs (including option, emphasis and concentration 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 options, emphases and concentrations, 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.

- Policy 1071, Delegation of Authority to Approve Options, Concentrations Special Emphases (and Similar Subprograms) and Minors sets systemwide policy on establishing options, emphases and concentrations.

- Use this template only if the campus is proposing an elevation of a previously authorized option, emphasis or concentration (found in the CSU Degrees Database) to a full stand-alone degree program.

1. **Program Type (Select all that apply):**

   a. State-Support ☐

   b. Self-Support (also complete #8 below) ☐

   c. Elevation Type:

   > Option ☐
   >
   > Emphasis ☐
   >
   > Concentration ☐

   d. Delivery Format:

   > Fully face-to-face ☐
   >
   > Hybrid ☐
   >
   > Fully online ☐

2. **Program Identification**

   a. Campus

   b. Existing full and exact degree designation, degree title and option, emphasis or concentration title (*e.g., Bachelor of Science in Computer Science, Computer Networks Concentration*).

   c. Proposed full and exact degree designation and title (*e.g., Bachelor of Science in Computer Networks*).

   d. Term and academic year of intended implementation (e.g., fall 2024).

   e. Total number of units required for graduation. This will include all requirements (including GE 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 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 option, emphasis or concentration elevation to a full degree program.

h. Substantive Change Screening Form:

    i. The [WASC Senior College and University Commission (WSCUC)](#) 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.

    ii. 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.

i. 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](#)) 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](#). 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.

j. Teach out. Please provide teach-out policy language to accommodate those students who will complete the original program with the option, emphasis or concentration.

k. Discontinuance. Provide evidence that the current option, emphasis or concentration will be discontinued once all existing students exit the program.

3. **Program Overview and Rationale**

a. Provide a rationale for option, emphasis 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, emphasis 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. 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.

d. 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 an option, emphasis or concentration.

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

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 major may be achieved through the use of a subprogram (an option, emphasis or concentration), as noted in Policy 1071. An option, emphasis or concentration must constitute less than one half of the units required in the major core to ensure 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 WASC Senior College

and University Commission (WSCUC) 2013 Handbook of Accreditation, Component 3 of the Institutional Report guidelines.

a. Provide a side-by-side comparison showing the course requirements of the existing degree program and subprogram on one side and the proposed new degree program on the other.

b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements;
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

A 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" 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.

5. **Evidence of Potential Student Demand**

a. Provide enrollment numbers in the current option, emphasis or concentration for the past three to five years to provide evidence of sustained and possible future interest in the program.

b. 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.

c. 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.

d. 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.

e. Describe professional uses of the proposed degree program.

f. 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 6 and 7 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.

6. **Existing Support Resources for the Proposed Degree Program**

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 offers adequate access to both electronic and physical library and learning resources.

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

7. **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.

8. **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, Innovation and Faculty Development
CSU Office of the Chancellor
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

Contact Us

Academic Programs, Innovation and Faculty Development
Brent M. Foster, Ph.D.
Assistant Vice Chancellor and State University Dean, Academic Programs
Phone (562) 951-4149
bfoster@calstate.edu

Academic Programs, Innovation and Faculty Development is on the Web:
http://www.calstate.edu/APP/

Extended Education (Professional and International Education)
Mr. Leo Van Cleve
Assistant Vice Chancellor, Professional and International Education
Phone (562) 951-4790
lvancleve@calstate.edu