"Tips" for Completing a Successful Program Proposal
~Revised May 2021~

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 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.

   j. Substantive Change:

      The campus Accreditation Liaison Officer must submit a Substantive Change Screening Form. Include the response with the proposal.

   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:

i) a narrative description of the program

ii) admission requirements

iii) 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.

iv) total units required to complete the degree

v) 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*](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)

The Comprehensive Program Assessment Plan
(Please use the assessment plan template)

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. Only one assessment activity is needed to assess an SLO. It is possible that one major assessment will assess between one and three SLOs.*

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. 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.

   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?

f. 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.

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.

7. Existing Support Resources for the Proposed Degree Major Program

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:	*PLO 4:*	*SLO 4:*	*TED 664*	*Analytical report*	*5 point rubric*	*End of year in even*	*% of all students*	*College assessment*	*Every year*	*Assessment committee*

Diversity: Apply knowledge of diversity and multicultural competencies to promote equity and social justice	*Graduates will develop a balanced literacy environ-ment addressing all required elements aligned with students' assessed language and literacy needs.*	*Students will evaluate needs of a school literacy program and recommend next steps to strengthen literacy environ-ment.*			*measuring evaluation competency and logical next steps*	*numbered years.*	*scoring a 4 or 5 on research project rubric*	*coordinator and designated program faculty*		*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 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