

Section Two - Program Development and Approval

Overview

The university faces the challenge of maintaining a vital, up-to-date curriculum; serving the needs of our students, the local community, and the state of California; while still operating within its available resources. Some changes can be accomplished by modifications to existing programs. Others require development of new programs to replace those that no longer serve their purpose or in addition to programs already offered. Refer to Attachment 2.1, "Glossary of Program Terms," for a definition of terms used in this section. This section does not address changes in requirements of existing programs or discontinuance of programs. For changes in requirements of existing programs or credentials, see Section 4 - Curriculum. If an existing program or credential is to be discontinued, see Section 3 -Program Discontinuance.

New academic programs may consist of entirely new offerings; of new areas of concentrations, tracks, specializations, emphases, fields, hereafter referred to as sub-options; or of new, structured groupings of existing courses. Any of these may be offered by a single academic area or by two or more disciplinary programs. A defined program indicates that the university has imposed a structure that assures that there is an appropriate combination of breadth and depth in the field. Offering an academic program carries the implied commitment to offer the courses with sufficient frequency so that students may complete the program. Curriculum planning must consider both the question of whether the university should offer the program and the question of whether the university can provide sufficient resources to offer a high-quality program. Academic areas should review existing campus and system policies related to curricular planning and implementation before beginning new program development at the following websites:

CSULB Academic Senate:

http://www.csulb.edu/divisions/aa/grad_undergrad/senate/policy

CSU website: <http://www.calstate.edu/APP/>

Program Characteristics

Curricular programs should possess certain characteristics. These characteristics are used in the evaluation of new programs. Whether a degree program or a sub-option within one, each instructional program must be internally coherent. The aggregation of courses must accomplish more than simply "covering" subjects within the discipline. The course work must establish an interrelated overview of the discipline and its methodology.

The program requirements should build upon and reinforce course work in basic intellectual skills and should take advantage of courses offered in other academic disciplines. The course requirements should be established so that a defined sequence of learning develops from basic and general courses to specific, advanced ones that integrate

earlier learning experiences and that provide direction to further advanced study. Graduate programs should build upon strong undergraduate preparation. For undergraduate programs, the program requirements should provide for integration with the General Education program of the university. The pattern of courses and individual course structure must be planned to afford easy incorporation of new developments within the discipline. The course work must establish depth of understanding sufficient so that the student can appreciate the scholarship of the discipline and respond to it by synthesizing new facts, experiences, and opinions including her/his own, or by original research and scholarship. The program must incorporate administrative procedures that provide for the following:

1. Accurate and accessible student advisement
2. Efficient use of physical resources
3. Effective use of faculty expertise and faculty time
4. Efficient and effective communication and record keeping
5. A minimum of five full-time faculty members with the terminal professional degree available to participate in the presentation of a graduate program; a minimum of three full-time faculty members for an undergraduate program.

Advisory Boards

Whenever possible, departments or programs should create advisory boards to assist the faculty in developing new academic programs and meeting professional and societal needs. Advisory boards typically include prominent members who represent businesses as well as professional, educational, and government agencies. The functions of a board include the following:

1. Providing first-hand information about the needs of the discipline- or program-related community, especially with regard to mid- and long-term curricular planning
2. Providing exposure for the program to wider audiences
3. Providing political expertise and insights in matters affecting the discipline
4. Providing resource support for special events and projects, through endorsements and contributions
5. Facilitating establishment and maintenance of internship opportunities
6. Providing employment opportunities for graduates of the program

Projection of New Degree Programs

Should a department or program want to add a new program onto the CSU master plan, the first step is to prepare a request to project a new program. The request takes the form of a two-to-three page prospectus. Send one copy to the appropriate administrator in the Office of the Provost and one to the Office of Academic Programs and Articulation (AS 124, x. 5-8221). The prospectus must address the following:

1. Need for the program or reason for developing the program, with demonstration of potential demand in the form of market surveys, employer needs, demographic trends, etc. If the new degree program is now offered as an option, the summary should include a brief rationale for the conversion. If the new degree program is not commonly offered as a bachelor's or master's degree, the summary should provide a compelling academic rationale explaining how the proposed subject area constitutes a coherent, integrated degree major that has potential value to students. If the proposal does not appear to conform to the trustee policy calling for "broadly based programs," an explanation should be provided.
2. How the program fits within the mission and focus of this university, taking into account the university's Strategic Plan and information from reviews of existing or related programs in the area.
3. Regional planning, considering the programs available at other CSU campuses and at UC campuses within the region. If similar programs are available at nearby institutions, why is the program needed at CSULB? How would our program differ from those already available? Go to <http://www.calstate.edu/app/programs> to view existing programs at other campuses.
4. Are there other curricula offered by the campus, either in the same department or in other departments, that are closely related to the proposed program? If so, give enrollment figures during the past three years in courses or programs closely related to the proposed new program. If a new degree program is being planned in an area where a formal minor, option, or sub-option is offered, how many students are enrolled in the existing program? If a proposed program has substantial similarity or overlap with an existing program, how do the programs differ? Why should the new program be offered by an academic area different from the one offering the existing program? How can students determine which program best suits their needs?
5. If courses in other academic areas are to be used as part of the program, will there be room for students in the courses? Will the courses be offered frequently enough so students can complete the program? How will scheduling be coordinated?
6. Provide estimates of the resources needed to offer the projected program. This estimate must include information about the sources of funds and the impact on other programs of moving resources to the new program. If additional resources will be required, the summary should indicate the extent of university commitment to allocate them and evidence that decision-making curriculum committees were aware of the sources of resource support when they endorsed the proposal.

The prospectus needs to be accompanied by the following campus form:

- Coversheet for Program Projection, Implementation and Major Program Change (Attachment 2.3)

The prospectus requires the approval of the department chair, college dean, and the appropriate administrator in the Office of the Provost. Campus projections are due to the Office of the Chancellor in January. Projection does not assure that the program will be approved.

Process for New Program Development and Approval

There are three different processes for the development of new programs: standard, fast track, and pilot. A detailed description of each of these processes may be found below. Approval of a new program is not automatic at any level. Students must not be told that the program will be available until final approval for implementation has been granted.

Standard Process

Upon receipt of approval for projection from the CSU Office of the Chancellor and the addition of the proposed new program onto the CSU master plan, the department or program may prepare a standard proposal requesting a new program. Proposals are to be submitted to the CSU Office of the Chancellor in the academic year preceding projected implementation. It is essential that the proposal conform to the CSU Degree Program Proposal Template. Additional information as well as an electronic copy of the template can be found at the Chancellor's Office Resources page.

The information below, titled "CSU Degree Program Proposal Template," duplicates the format found on the template.

Departments or programs will need to obtain department, college, and university approval for the proposal. The department or program shall prepare a comprehensive packet of materials including:

- the program proposal in template format, including the Faculty Check List,
- a completed "Coversheet for Program Projection, Implementation and Major Program Change" form (Attachment 2.3), and
- a completed "Proposal for New Program, Degree or Certificate" (Attachment 2.5).

The process is outlined as follows:

1. One paper copy and one electronic copy of the proposal that was approved by the department and college is forwarded to the appropriate administrator in the Office of the Provost and one to the Office of Academic Programs and Articulation (AS 124, x. 5-8221).
2. The proposal is reviewed by both offices and feedback is provided to the proposer.
3. When everything is in order, the appropriate administrator in the Office of the Provost forwards the proposal to the Academic Senate. The document is then passed on to the Curriculum and Educational Policies Council and the University Resource Council for review. Proposers will be invited to discuss their proposals with these councils. Upon recommendation by these councils, the proposed program must be reviewed and approved by the entire senate. Proposers are again invited to discuss their proposals.
4. Upon recommendation by the Academic Senate, the appropriate administrator in the Office of the Provost seeks the president's approval.
5. The proposing department then sends 5 paper copies and 1 electronic version of the proposal to the appropriate administrator in the Office of the Provost for submission to the CSU Office of the Chancellor.

**CSU DEGREE PROGRAM PROPOSAL TEMPLATE
(CSULB Notes Included)**

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 Office of the Chancellor.
- 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.

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

- ✓ State-Support
- ✓ Self-Support
- ✓ Online Program
- ✓ Fast Track
- ✓ Pilot
- ✓ Pilot Conversion
- ✓ Conversion of Self-Support to State-Support Program
- ✓ Elevation of Option or Concentration to a Full Degree Program
- ✓ New Program
- ✓ Proposal Revision (updating a previously reviewed proposal)

2. Program Identification

a. Campus

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

***CSULB NOTE:* if this is a request to change a current program, as in "Elevation of an Option or Concentration to a Full Degree Program," list the Current Degree Designation and Title, followed by the Proposed Degree Designation and Title.**

c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.

d. Term and academic year of intended implementation (e.g. Fall 2007).

e. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

f. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

g. 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. **(CPEC "Appropriateness to Institutional and Segmental Mission")**

CSULB NOTE: The proposal should include a statement from the dean and then the appropriate administrator in the Office of the Provost cover letter will serve as endorsement.

h. Any other campus approval documents that may apply (e.g. curriculum committee approvals).

i. Specify whether this proposed program is subject to WASC Substantive Change review.

CSULB NOTE: WASC approval is needed for a Substantive Change: e.g., when 50% or more of a degree program will be offered via distance learning technology or at a site more than 25 miles from the home campus. Another example is for a structural change: when we want to offer a new degree program (such as the Ed.D.) at a level we have never offered before. Joint doctorates must also go through this process.

j. **Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Code.** Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list at:

http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls, you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

- **CSULB NOTE: The CSU Office of the Chancellor is offering the department the opportunity to select the best-suited codes for reporting purposes, both internally (CSU Degree Program Code) and on a national level (CIP Code). The CSU Degree Program Codes are already paired with a CIP code as referenced on the Program Code chart accessed above, but if you are not satisfied with the choices available on that chart, you may be able to be more specific with the CIP code. If you select a new CIP code, the CSU Office of the Chancellor will assign an appropriate Program Code to go with it. If you choose not to select codes, then it will be done for you at the CSU Office of the Chancellor. If you need assistance with either code list, contact the Office of Academic Programs and Articulation (AS 124, x. 5-8221).**

3. Program Overview and Rationale

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. **(CPEC "Appropriateness to Institutional and Segmental Mission)**
- b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).

4. Curriculum

- a. Goals for the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.
- b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. **(CPEC "Maintenance and Improvement of Quality")**
- c. Total number of units required for the major.
- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units.

- e. If any formal options, sub-options, or special emphases are planned under the proposed major, identify and explain fully. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If you do not find an appropriate CSU degree program code at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls, you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to help identify the code that best matches the proposed curriculum.
- f. A list of all courses required for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites (ensuring that there are no "hidden" prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).
- g. List of elective courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

NOTE: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

- h. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.
- i. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.
- j. 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.

CSULB NOTE: This evidence would be provided in the catalog copy, i.e., that there is a culminating activity required (thesis, comprehensive examination, and/or project).

- k. Admission criteria, including prerequisite coursework.
- l. Criteria for student continuation in the program.

- m. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.
- n. If there is a Lower-Division Transfer Pattern (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <http://www.calstate.edu/AcadAff/ldtp.shtml>
- o. Advising "roadmaps" that have been developed for the major.
- p. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Accreditation Note:

Master's degree program proposals

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree major program.

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

5. Need for the Proposed Degree Major Program (CPEC "Societal Need," "Number of Existing Programs in the Field," and "Advancement of the Field")

- a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.
- b. Differences between the proposed program and programs listed in Section 5a above.
- c. List of other curricula currently offered by the campus that are closely related to the proposed program.
- d. Community participation, if any, in the planning process. This may include prospective employers of graduates.
- e. Applicable workforce demand projections and other relevant data.

- f. If the program was proposed to meet society's need for the advancement of knowledge, please specify the need and explain how the program meets that need.

NOTE: Data Sources for Demonstrating Evidence of Need

APP Resources Web: <http://www.calstate.edu/app/resources.shtml>

US Department of Labor, Bureau of Labor Statistics

California Labor Market Information

Labor Forecast

6. Student Demand (CPEC "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.
- b. Issues of access considered when planning this program.
- c. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.
- d. Professional uses of the proposed degree program.
- e. The expected number of majors in the year of initiation and three years and five years there-after. The expected number of graduates in the year of initiation, and three years and five years thereafter.

7. Existing Support Resources for the Proposed Degree Major Program (CPEC "Total Costs of the Program")

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

- a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master's degrees, include faculty publications or curriculum vitae.

NOTE: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff. (Code Memo EP&R 85-20)

CSULB NOTE: For all proposed undergraduate degree programs, a minimum of three full-time faculty members with the appropriate terminal degree should be on the program staff. A CV is not needed.

- b. Space and facilities that would be used in support of the proposed program.
- c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).
- d. Existing academic technology, equipment, and other specialized materials currently available.

8. Additional Support Resources Required (CPEC "Total Costs of the Program")

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. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.
- b. 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.
- c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.
- d. 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.

*** * * End of CSU Degree Program Proposal Template * * ***

Fast Track Process

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

The fast-track process shortens the time to implementation by allowing proposals to be submitted at the same time that the projection is proposed to the trustees. **Fast-track proposals still undergo system-level review, and the fast-track does not move the proposal through an expedited review process either on campus or at the system level.** Only new degree programs are eligible for fast-track; degree options, certificates, minors, and sub-options do not qualify. To be proposed via fast-track, a degree program must meet all the following six criteria:

1. can be offered at a high level of quality by the campus within the campus' existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;
2. is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or is currently offered as an option or sub-option that is already recognized and accredited by an appropriate specialized accrediting agency;
3. can be adequately housed without a major capital outlay project;
4. is consistent with all existing state and federal law and trustee policy;
5. is either a bachelor's or master's degree program; and
6. has been subject to a thorough campus review and approval process.

If the new program request meets all of the fast track process criteria, then a statement detailing why the proposal merits fast-track consideration should be prepared. The department or program shall prepare a comprehensive packet of materials including:

- the program proposal in template format,
- a fast-track statement,
- a completed "Coversheet for Program Projection, Implementation and Major Program Change" form (Attachment 2.3), and
- a completed "Fast-Track Proposal for New Degree" form (Attachment 2.6).

Pilot Development Process

In support of the CSU tradition of experimentation in the planning and offering of degree programs, trustee policy states that a limited number of proposals that meet pilot program criteria may be implemented as five-year "pilot programs" without prior review and comment by the Office of the Chancellor or CPEC. Only new degree programs are eligible for pilot status; degree options, certificates, minors, and sub-options do not qualify. To qualify, pilot degree programs must meet all of the following six criteria:

1. can be offered at a high level of quality by the campus within the campus' existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;
2. is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or is currently offered as an option or sub-option that is already recognized and accredited by an appropriate specialized accrediting agency;
3. can be adequately housed without a major capital outlay project;
4. is consistent with all existing state and federal law and trustee policy;
5. is either a bachelor's or master's degree program; and
6. has been subject to a thorough campus review and approval process.

Departments or programs wishing to gain approval for a pilot program need to conform to the following:

1. Prior to implementation, the campus is obligated to a) notify the CSU Office of the Chancellor of plans to establish the program, b) to provide a program description and list of curricular requirements, and c) confirm that each of the six pilot criteria apply to the pilot program.
2. Although CSU Office of the Chancellor approval is not required, a pilot program must be acknowledged by the CSU Office of the Chancellor before the program is implemented.
3. A campus may implement a pilot program without first proposing the projection on the campus Academic Plan. In such cases, the program will be identified as a pilot program in the next annual update of the campus Academic Plan.
4. The CSU Office of the Chancellor will notify CPEC.

A pilot program is authorized to operate only for five years. If no further action is taken by the end of the five years, no new students may be admitted to the pilot program. In the event of the termination of a pilot program, the campus must make appropriate arrangements to allow students already enrolled to complete the program. The department or program shall prepare a comprehensive packet of materials including:

- the program proposal in template format, including the Faculty Check List,
- a pilot program statement,
- a completed "Coversheet for Program Projection, Implementation and Major Program Change" form (Attachment 2.3),
- a completed "Proposal for Implementing New Degree, Option, Certificate or Minor" form (Attachment 2.5), and
- complete catalog copy.

Pilot Conversion Procedures

For a pilot program to continue beyond the five-year limit, the department or program must prepare a standard proposal using the CSU Office of the Chancellor template to convert the program from a pilot to regular status. To qualify for conversion to regular program status and approval to continue to operate indefinitely, all of the following conditions must be met:

1. The campus committed the resources necessary to maintain the program beyond five years.
2. A thorough program evaluation (including an onsite review by one or more external experts in the field) showing the program to be of high quality; to be attractive to students; and to produce graduates attractive to prospective employers and/or graduate programs, as appropriate.
3. Approval by the CSU Office of the Chancellor, Board of Trustees and, as appropriate, by CPEC.

The department or program shall prepare a comprehensive packet of materials including:

- the program proposal in template format, including the Faculty Check List,
- a completed "Coversheet for Program Projection, Implementation and Major Program Change" form (Attachment 2.3),
- a completed "Proposal for Implementing New Degree, Option, Certificate or Minor" (Attachment 2.5), and
- a copy of the program review.

Process for New Sub-options

While concentrations, tracks, specializations, emphases, fields will be internally coherent, they do not by themselves provide sufficient breadth of study to be identified as options. Normally, these aggregates constitute much less than 50% of the coursework required for the degree major and no mention is made of them on a student transcript. Therefore, a curriculum certification is all that is necessary to create a new sub-option. See Section 4 - Curriculum for details on the curriculum process.

Minors and Certificates

Campuses have the authority to approve the implementation of minors and certificates without system oversight. Proposals for minors and certificates should use our campus-edited version of the CSU Degree Program Proposal Template. The original CSU template has been modified for minors and certificates by excluding information that does not apply to such programs. The template at http://www.csulb.edu/divisions/aa/catalog/curr_handbook/section_2/minor_cert_template.doc

Departments or programs will need to obtain department, college, and university approval for the proposal. The department or program shall prepare a comprehensive packet of materials including:

- the program proposal in template format, including the Faculty Check List,
- a completed "Coversheet for Program Projection, Implementation and Major Program Change" form (Attachment 2.3), and
- a completed "Proposal for Implementing New Degree, Option, Certificate or Minor" (Attachment 2.5).

The process is outlined as follows:

1. One paper and one electronic copy of the proposal that was approved by the department and college is forwarded to the appropriate administrator in the Office of the Provost and one to the Office of Academic Programs and Articulation (AS 124, x. 5-8221).
2. The proposal is reviewed by both offices and feedback is provided to the proposer.
3. When everything is in order, the appropriate administrator in the Office of the Provost forwards the proposal to the Academic Senate. The document is then passed on to the Curriculum and Educational Policies Council and the University Resource Council for review. Proposers will be invited to discuss their proposals with these councils. Upon recommendation by these councils, the proposed program must be reviewed and recommended by the entire senate. Proposers are again invited to discuss their proposals.
4. Upon recommendation by the Academic Senate, the appropriate administrator in the Office of the Provost seeks the president's approval.

Honors in the Major

For complete information on the University Honors Program, see Policy Statement 08-12 (Attachment 2.10) at the back of this section. Use the honors coversheet (Attachment 2.7) for proposed honors programs and honors curriculum forms for new honors courses (Attachments 2.8 and 2.9). Honors programs and courses will not appear in the proposed curriculum document during the challenge period but will appear in the formal certification to facilitate data entry. Proposed honors programs and courses must be approved by:

1. Department Curriculum Committee
2. Department Chair
3. College Curriculum Committee
4. University Honors Program Director (following consultation with the Honors Advisory Council)

Title Change of Existing Degree Program or Credential

The Vice Provost for Academic Affairs and Dean of Graduate Studies will determine whether a title change to an existing program can be considered minor. If so, an approval memo will be distributed.

In most instances, changing the title of a degree program or credential will require campus and system-wide approval. What may seem to be a simple change in title may be viewed as a new degree. For example, a change from a B.A. to a B.S. or an M.A. to an M.S., or vice versa, is actually a new degree. Consult with Academic Programs and Articulation (AS-124, x.5-8221) to determine if the proposed program title change requires campus or system-level approval.

For further information on a title change, go to:

http://www.calstate.edu/app/documents/program_modification/degree_title_changes.pdf

For further information on a degree designation change, go to:

http://www.calstate.edu/app/documents/program_modification/degree_designation_changes.pdf

When campus approval is required, in addition to the proposal information, please submit the University Resources Council (URC) form "[Proposal for Program, Degree or Certificate Name Change](#)."

New Credential Programs, Major Revisions to Existing Credential Programs, and all Matters of Policy Relating to Credential Programs

- If the Commission on Teacher Credentialing or the CSU Chancellor's Office mandates requirement changes or a change in a credential title, the following

steps do not need to be addressed. Submit a copy of the CTC letter showing the changes needed to the Curriculum Office.

- For a proposal requesting a New Credential Program, develop a proposal using the Commission on Teacher Credentialing educator preparation program Standards of Quality and Effectiveness found at www.ctc.ca.gov. Submit it to the levels of review listed below in the appropriate category, along with supporting documentation, for review and comment/approval. Use the CSU Degree Program Proposal Template. Additional information as well as an electronic copy of the template can be found at <http://www.calstate.edu/APP/>.
- For a proposal requesting Major Revisions to an Existing Credential Program, fill out the curriculum form titled "Program Change" and submit it, along with supporting documentation, to the levels of review listed below.
- For a proposal requesting a change of credential policy that will appear in the Catalog, follow the Major Revisions to an Existing Credential Program procedures using the curriculum form titled "Program Change." Submit the proposal, along with supporting documentation, to the levels of review listed below.

Pre-Professional: Subject Matter Preparation for Single Subject Teaching

- Subject Matter Program Committee
- University Single-Subject Teacher Education Committee
- Relevant Department Curriculum Committee
- Relevant College Curriculum Committee
- University Teacher Preparation Committee - consultation only
- Academic Senate
- President
- Provost and Senior Vice President for Academic Affairs
- Commission on Teacher Credentialing

Pre-Professional: Subject Matter Preparation for Multiple Subject Teaching

- Liberal Studies Curriculum Committee
- College of Education Curriculum Committee
- University Teacher Preparation Committee - consultation only
- Academic Senate
- President
- Provost and Senior Vice President for Academic Affairs
- Commission on Teacher Credentialing

Professional Program: Single Subject Credential, Multiple Subject Credential, or Designated Subjects Credential

- University Single Subject Teacher Education Curriculum Committee (Single Subject) or Teacher Education Department Curriculum Committee (Multiple Subject) or Professional Studies Department Curriculum Committee (Designated Subjects)

- College of Education Curriculum Committee (Single and Multiple Subject)
- College of Health and Human Services Curriculum Committee (Designated Subjects)
- University Teacher Preparation Committee - consultation only (not Designated Subjects)
- Academic Senate
- President
- Provost and Senior Vice President for Academic Affairs
- Commission on Teacher Credentialing

Professional Program: Specialist Credential

- Department Curriculum Committee
- Respective College Curriculum Committee in the College of Education or College of Health and Human Services
- University Teacher Preparation Committee - consultation only (not advanced credential programs)
- Academic Senate
- President
- Provost and Senior Vice President for Academic Affairs
- Commission on Teacher Credentialing

Professional Program: Service Credential

- Department Curriculum Committee
- Respective College Curriculum Committee in the College of Education or College of Health and Human Services
- Academic Senate
- President
- Provost and Senior Vice President for Academic Affairs
- Commission on Teacher Credentialing

Minor Credential Revisions and Supplementary Authorizations

For requesting minor revisions or changes of supplementary authorizations to an existing credential, fill out the curriculum form titled "Program Change" and submit it to the following levels of review.

Pre-Professional: Subject Matter Preparation for Single Subject Teaching

- Subject Matter Program Committee
- The University Single-Subject Teacher Education Committee
- Relevant Department Curriculum
- Relevant College Curriculum Committee
- University Teacher Preparation Committee - consultation only
- Commission on Teacher Credentialing

- Curriculum Office
- Curriculum 15-Day Challenge Period
- Formal Certification

Pre-Professional: Subject Matter Preparation for Multiple Subject Teaching

- Liberal Studies Department Curriculum Committee
- College of Education Curriculum Committee
- University Teacher Preparation Committee - consultation only
- Commission on Teacher Credentialing
- Curriculum Office
- Curriculum 15-Day Challenge Period
- Formal Certification

Professional Program: Single Subject Credential, Multiple Subject Credential, or Designated Subjects Credential

- University Single-Subject Teacher Education Curriculum Committee (Single Subject) or Teacher Education Department Curriculum Committee (Multiple Subject) or Professional Studies Department Curriculum Committee (Designated Subjects)
- College of Education Curriculum Committee (Single or Multiple Subject)
- College of Health and Human Services Curriculum Committee (Designated Subjects)
- University Teacher Preparation Committee - consultation only (not Designated Subjects)
- Commission on Teacher Credentialing
- Curriculum Office
- Curriculum 15-Day Challenge Period
- Formal Certification

Professional Program: Specialist Credential

- Department Curriculum Committee
- Respective College Curriculum Committee in the College of Education or College of Health and Human Services
- University Teacher Preparation Committee - consultation only (not advanced credential programs)
- Commission on Teacher Credentialing
- Curriculum Office
- Curriculum 15-Day Challenge Period
- Formal Certification

Professional Program: Service Credential

- Department Curriculum Committee
- Respective College Curriculum Committee in the College of Education or College of Health and Human Services
- Commission on Teacher Credentialing
- Curriculum Office
- Curriculum 15-Day Challenge Period
- Formal Certification

Section Two - Attachment 2.1 - Glossary of Program Terms

Degree

B.A., B.M., B.S., B.F.A., M.A., M.M., M.S., M.F.A., M.P.H., M.P.A., M.S.W.

Degree Program

Defined as the sum of: (1) General Education course requirements (undergraduate degrees only), (2) other University course requirements, (3) those courses required for the degree major program of studies (both within and outside of the discipline), and (4) electives. Degree programs vary in the total number of units required according to Title 5 (see Attachment 2.2).

Degree Major

Defined as the sum of coursework necessary to establish (1) an understanding of the breadth of the body of knowledge in a discipline, or of several disciplines in interdisciplinary programs, (2) competence in the fundamental skills and methodologies of the discipline(s), and (3) understanding and skill at an appropriate depth in various aspects of the body of knowledge. Items (1) and (2) may be thought of as the "core" of the major.

Degree Major Option

Defined as a course of studies in which coursework required to establish understanding in depth in the named aspect or sub-disciplinary area normally exceeds 50% of the total coursework for the general major. In undergraduate programs there should be a common core of at least five courses. For graduate programs there should be a common core of at least three courses.

Concentrations, Tracks, Specializations, Emphases, Fields (Sub-options), and other aggregations of courses not specifically called options

All less extensive than degree options. Each such aggregation treats an area within a degree or degree/option program in some depth. While such aggregates will be internally coherent, they do not by themselves provide sufficient breadth of study to be identified as options. Normally, these aggregates constitute much less than 50% of the coursework required for the degree major. No mention is made of them on a student transcript.

Minor

Defined as an aggregate of at least 18 units of coursework, as specified by the department or program, at least nine of which must be upper-division. The minor may be in a single subject or interdisciplinary. Students may not declare or receive a minor in the same subject as the major, and the major and minor may not have the same title. The

description of each minor shall have a statement listing all majors, if any, which may not be combined with that particular minor. The minimum overall GPA in courses toward the minor is 2.0. A minimum of six units of coursework toward the minor must be taken at CSULB. A minor can only be taken by a CSULB undergraduate and must be completed with the rest of the degree. Although one major may require a minor in another discipline, a minor is not generally required for graduation.

Certificate

Defined as a thematic grouping of courses from one or more disciplines, which define a significant educational accomplishment in an area other than the degree major or option. Both an undergraduate and graduate certificate are comprised of at least 18 units of coursework, but normally more. Undergraduate certificates are awarded only concurrently with or subsequent to a baccalaureate degree. Graduate certificates are awarded only subsequent to a baccalaureate degree. See Policy Statement 85-08 (Attachment 2.11) for specific criteria.

Credential

Defined as a specific aggregate of courses, completion of which is sufficient for licensing by the State of California to teach (or perform specific professional tasks) in the public school systems. No specific unit requirements are given for credentials generally; usually the curricular requirements are noted in the governing legislation as "competencies."

Sub-options

Defined as areas of concentrations, tracks, specializations, emphases, fields (see definition above).

New Academic Programs

Defined as new degree majors, new options within existing degree majors, new minors, new certificates, sub-options within existing programs and other aggregates of courses where a defined competency is intended.

Abbreviated Curriculum Vitae

Defined as a CV that contains education information, work history, teaching expertise, and selected recent scholarships.

Course Syllabi

Refer to Policy Statement 04-05 (Attachment 4.6). A model syllabus has been prepared by the Faculty Center for Professional Development and is available on the Center's website: <http://www.csulb.edu/centers/fcpd/>.

ATTACHMENT 2.2

Unit Characteristics of Programs

Degree and Degree Option Programs

| <u>Type:</u> | <u>BA</u> | <u>BS</u> | <u>BS*</u> | <u>BFA</u> | <u>BM</u> | <u>MA</u> | <u>MS</u> | <u>Mprof</u> |
|---------------------------------|-----------|-----------|------------|------------|-----------|-----------|-----------|--------------|
| Total Units | 120 | 120 | 120-36 | 120 | 120 | 30 | 30-36 | 30-60 |
| Upper-Division (min.) | 40 | 40 | 40 | 40 | 40 | | | |
| Graduate Level (Policy min.) | | | | | | 60% | 60% | 60% |
| (Graduate level units min.) | | | | | | 18 | 18 | 18 |
| General Education (min.) | 51 | 51 | 51 | 51 | 51 | | | |
| Major Units (min.) | 24 | 36 | 36 | 70** | 70** | | | |
| Major Units U.D. (min.) | 12 | 18 | 18 | 18 | 18 | | | |

*Engineering disciplines

**Maximum

Certificate Programs (See CSULB Policy Statement 85-08, Attachment 2.11)

| <u>Type:</u> | <u>Undergraduate</u> | <u>Graduate</u> |
|-----------------------|----------------------|--------------------|
| Total Units (minimum) | 18*** | 18 |
| Upper-Division | 15 (upper div.) | 12 (500-600 level) |

***24-27 usually required at CSULB

Minors

| | |
|--|----|
| Total Units (minimum) | 18 |
| Upper-Division Units (minimum) (See Title 5, Article 40500) | 9 |

ATTACHMENT 2.3

Coversheet for Program Projection, Implementation and Major Program Change

Check one: Projection
 Implementation

Check one: New degree
 New degree and option(s)
 New option for existing degree
 Elevation of option or concentration to a full degree
 Pilot program conversion to regular status
 New minor
 New certificate
 Title change to program
 Major proposed changes to degree, option or minor

Check one: Consider for Fast Track (ONLY for new degrees, not options)
(Additional documentation required; see Section 2, p. 8-9)
 Consider for Pilot Program (ONLY for new degrees, not options)
(Additional documentation required; see Section 2, p. 9-10)

Proposed Name of Program: _____

Department/Program Proposing Program: _____

Department Chair/Program Director: _____

Office Location: _____ Campus Extension: _____

ATTACHMENT 2.3 (con't.)

Review and Approval

1. Department/Program Approval:

Curriculum Chair: _____ Date: _____

Department Chair/Program Director: _____ Date: _____

2. College Approval:

Curriculum Chair: _____ Date: _____

Dean/Designee: _____ Date: _____

3. Academic Affairs Review:

Reviewed for Projection: _____ Date: _____

Reviewed for Implementation: _____ Date: _____

4. U.R. Council: _____ Not Applicable _____ Approved _____ Not Approved

Chair: _____ Date: _____

C.E.P. Council: _____ Not Applicable _____ Approved _____ Not Approved

Chair: _____ Date: _____

5. Academic Senate: _____ Not Applicable _____ Approved _____ Not Approved

Chair: _____ Date: _____

6. Academic Affairs: _____ Approved _____ Not Approved

Vice Provost for Academic Affairs: _____ Date: _____

Entered on Campus Master Plan (Date): _____

Proposed Implementation Date: _____

Actual Implementation Date: _____

ATTACHMENT 2.4

University Resources Council

Proposal for Projecting New Degree, Option, Certificate or Minor

Initiating Department(s): _____

College(s): _____

Name of Proposed Program: _____

Contact Person(s): _____ Phone: _____

Number of **new** course sections required by the Proposed Program: _____

Estimated enrollment in **new** course sections: _____

Expected Total FTES in Program: _____

Staffing Needs for Program (in FTEF): _____

Space Needs for Program (Classrooms): _____

OE&E Needs for Program (in Dollars) _____

Release Time Needs in FTEF: _____

Purpose of Release Time: _____

Clerical Support for Program (Positions): _____

Other Support for Program (Dollars): _____

Types of Other Support: _____

Library Resources required: _____

ATTACHMENT 2.4 (con't.)

Financial Impact on Other Programs: _____

Additions, Deletions and other Changes in Existing Programs:

Potential Use of non-State Funds:

Source: _____ Area of Use: _____

Continuity (Expected length of support in Years): _____

ATTACHMENT 2.5

University Resources Council

Proposal for Implementing New Degree, Option, Certificate or Minor

Initiating Department(s): _____

College(s): _____

Name of Proposed Program: _____

Contact Person(s): _____ Phone: _____

Courses Required by the Proposed Program:

| Course Number | When First Offered (Year) | Frequency F & S | # of Sections (Total) | Current AY Enrollment (#) | Projected Enrollment (#) |
|---------------|---------------------------|-----------------|-----------------------|---------------------------|--------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Expected Total FTES in Program: _____

Staffing Needs for Program (in FTEF): _____

Space Needs for Program (Classrooms): _____

OE&E Needs for Program (in Dollars): _____

Release Time Needs in FTEF: _____

Purpose of Release Time: _____

ATTACHMENT 2.5 (con't.)

Library Support Required: _____

Clerical Support for Program (Positions): _____

Other Support for Program (Dollars): _____

Types of Other Support: _____

Financial Impact on Other Programs: _____

Additions, Deletions and other Changes in Existing Programs: _____

Potential Use of non-State Funds:

Source: _____ Area of Use: _____

Continuity (Expected length of support in Years): _____

ATTACHMENT 2.6

University Resources Council

Fast-Track Proposal for New Degree

Initiating Department(s): _____

College(s): _____

Name of Proposed Program: _____

Contact Person(s): _____ Phone: _____

Courses Required by the Proposed Degree

| Course Number | When First Offered (Year) | Frequency F & S | # of Sections (Total) | Current AY Enrollment (#) | Projected Enrollment (#) |
|---------------|---------------------------|-----------------|-----------------------|---------------------------|--------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Expected Total FTES in Program: _____

Staffing Needs for Program (in FTEF): _____

Space Needs for Program (Classrooms): _____

OE&E Needs for Program (in Dollars): _____

Release Time Needs in FTEF: _____

Purpose of Release Time: _____

ATTACHMENT 2.6 (con't.)

Library Support Required: _____

Clerical Support for Program (Positions): _____

Other Support for Program (Dollars): _____

Types of Other Support: _____

Financial Impact on Other Programs: _____

Additions, Deletions and other Changes in Existing Programs:

Potential Use of non-State Funds:

Source: _____ Area of Use: _____

Continuity (Expected length of support in Years): _____

ATTACHMENT 2.7

Coversheet for Honors in the Major Program

- () Proposed
- () Discontinuance

Name of Honors in the Major: _____

College: _____

Department/Program: _____

Department Chair/Program Director: _____

Office Location: _____ Campus Extension: _____

Review and Approval

1. Department Curriculum Committee Chair: _____ Date: _____

2. Department Chair: _____ Date: _____

3. College Curriculum Committee Chair: _____ Date: _____

4. Director of University Honors Program: _____ Date: _____

5. Vice Provost (information only): _____ Date: _____

ATTACHMENT 2.8

HONORS COURSE – NEW – LOWER DIVISION

Please type complete 7-line course description per the guidelines below - delete this field.

=====

| | |
|---|--|
| <p>Course Catalog Guidelines: Line 1 – Catalog Title Line – Asterisk; Prefix; Course Number with period; Course Title; Units in parentheses Line 2 – Short Title Line – Max 30 spaces or leave blank for Enrollment Services to provide Short Title Line 3 – Prerequisite(s): and Corequisite(s): Line 4 – Course Description – forty words maximum Line 5 – Course Supplemental Information – Grading, Repetition, Fees, Multiple Offering (Double space between lines 5 and 6) Line 6 – Classification – Units @ Classification Line 7 – Articulation Statement</p> | <p>Example: *ART 243B. Advanced Wheel Throwing (3) Advanced Wheel Throw Prerequisites: ART 241B or consent of instructor. Advanced studies in ceramic form employing the potter’s wheel. Letter grade only (A-F). Course fee may be required. (6 hours activity) 3 units @ C-7 Articulation wanted, transfer course may meet goals.</p> |
|---|--|

Please fill out the following information.

REPLACEMENT – Is this new course replacing an existing course in degree requirements?

Select an option:

If “yes”, which course will it replace? Prefix and Course Number:

GRADING – *(Delete all but the appropriate information. If ‘Letter grade only (A-F)’ or ‘Credit/No Credit grading only’, include in supplemental information on Line 5.)*

Letter grade only (A-F).

Credit/No Credit grading only.

Both grading options.

RP - Report in Progress. *(For courses requiring multiple enrollment beyond one academic term.)*

COURSE REPETITION – *(Delete all but the appropriate information. If course “may be repeated,” fill in the blank to reflect appropriate units and include in supplemental information on Line 5.)*

Not applicable.

May be repeated to a maximum of ___ units in different semesters.

May be repeated to a maximum of ___ units in the same semester.

May be repeated to a maximum of ___ units, with different topics in different semesters.

May be repeated to a maximum of ___ units, with different topics in the same semester.

COURSE FEES - *(Delete all but the appropriate information. If fee has been approved, include in supplemental information on Line 5. If initiating a new course fee, please attach the approved “Request to Establish a Course Fee” form.)*

Not applicable.

Course fee may be required.

MULTIPLE OFFERING (CROSS-LISTING) - *(Delete all but the appropriate information. If cross-listed, include in supplemental information on Line 5. Notify other participating department of change. To request cross-listing, the same GE status must already be established.)*

Not applicable.

Same course as:

UNITS/CLASSIFICATION –

units at C or S (1st shaded box: units, outlined square: C or S, 2nd shaded box: classification)
and unit at C
and unit at C

(If units or classification is changing, include the new classification on Line 6. If contact hours exceed units, include that information in supplemental information on Line 5 – ex. "Lecture 2 hours, Lab 4 hours")

ARTICULATION – *(Delete all but the appropriate information. Include chosen articulation statement on Line 7. For a new articulation request or if review is required, staple a standard course outline to this form.)*

- Articulation wanted, transfer course may meet goals.
- No articulation, transfer course does not meet goals.
- Number change, no articulation review is necessary.
- Title change, no articulation review is necessary.
- Prefix change, no articulation review is necessary.
- Minimal description change, no articulation review is necessary.
- Major content change, articulation review required.
- Units decreasing, no articulation review is necessary.
- Units increasing, articulation review required.
- Articulation ends.

SPECIAL BEGIN DATE *(later than default, type double spaced after supplemental information)*

SPECIAL END DATE *(type double spaced after supplemental information)*

DEFAULTS: July submissions effective following Spring – December submissions effective following Fall

Recommended:

| | | | |
|--|-------|------------------------------------|-------|
| _____ | _____ | _____ | _____ |
| Dept. Curriculum Committee Chair | Date | Department Chair | Date |
| _____ | _____ | _____ | _____ |
| College Curriculum Committee Chair | Date | University Honors Program Director | Date |
| _____ | _____ | _____ | _____ |
| Vice Provost and Dean for Graduate Studies | Date | | |

FILENAME:

Filename Format: Course Prefix (2-4 spaces) A (for NEW Course) Number (include suffix) . (a period)
College Abbreviation (3 or 4 spaces) - Example: ENGLA270H.CLA

ATTACHMENT 2.9

HONORS COURSE – NEW – UPPER-DIVISION/GRADUATE

Please type complete 6-line course description per the guidelines below - delete this field.

=====

| | |
|--|---|
| <p>Course Catalog Guidelines: Line 1 – Catalog Title Line – Asterisk; Prefix; Course Number with period; Course Title; Units in parentheses Line 2 – Short Title Line – Max 30 spaces or leave blank for Enrollment Services to provide Short Title Line 3 – Prerequisite(s): and Corequisite(s): Line 4 – Course Description – forty words maximum Line 5 – Course Supplemental Information – Grading, Repetition, Fees, Multiple Offering (Double space between lines 5 and 6) Line 6 – Classification – Units @ Classification</p> | <p>Example: *ART 343B. Advanced Wheel Throwing (3) Advanced Wheel Throw Prerequisites: ART 241B or consent of instructor. Advanced studies in ceramic form employing the potter's wheel. Letter grade only (A-F). Course fee may be required. (6 hours activity) 3 units @ C-7</p> |
|--|---|

Please fill out the following information.

REPLACEMENT – Is this new course replacing an existing course in degree requirements?

Select an option:

If “yes”, which course will it replace? Prefix and Course Number:

GRADING – *(Delete all but the appropriate information. If ‘Letter grade only (A-F)’ or ‘Credit/No Credit grading only’, include in supplemental information on Line 5.)*

Letter grade only (A-F).

Credit/No Credit grading only.

Both grading options.

RP - Report in Progress. *(For courses requiring multiple enrollment beyond one academic term.)*

COURSE REPETITION – *(Delete all but the appropriate information. If course “may be repeated,” fill in the blank to reflect appropriate units and include in supplemental information on Line 5.)*

Not applicable.

May be repeated to a maximum of ___ units in different semesters.

May be repeated to a maximum of ___ units in the same semester.

May be repeated to a maximum of ___ units, with different topics in different semesters.

May be repeated to a maximum of ___ units, with different topics in the same semester.

COURSE FEES - *(Delete all but the appropriate information. If fee has been approved, include in supplemental information on Line 5. If initiating a new course fee, please attach the approved “Request to Establish a Course Fee” form.)*

Not applicable.

Course fee may be required.

MULTIPLE OFFERING (CROSS-LISTING) - *(Delete all but the appropriate information. If cross-listed, include in supplemental information on Line 5. Notify other participating department of change. To request cross-listing, the same GE status must already be established.)*

Not applicable.

Same course as:

UNITS/CLASSIFICATION –

units at C or S (1st shaded box: units, outlined square: C or S, 2nd shaded box: classification)
and unit at C
and unit at C

(If units or classification is changing, include the new classification on Line 6. If contact hours exceed units, include that information in supplemental information on Line 5 – ex. "Lecture 2 hours, Lab 4 hours")

SPECIAL BEGIN DATE (*later than default, type double spaced after supplemental information*)
SPECIAL END DATE (*type double spaced after supplemental information*)

DEFAULTS: July submissions effective following Spring – December submissions effective following Fall

Recommended:

| | | | |
|--|-------|---|-------|
| _____ | _____ | _____ | _____ |
| Dept. Curriculum Committee Chair | Date | Department Chair | Date |
| _____ | _____ | _____ | _____ |
| College Curriculum Committee Chair | Date | University Honors Program Director | Date |
| _____ | _____ | _____ | _____ |
| Curriculum and Educational Policies Council | Date | Associate Vice President, Academic Affairs | Date |

FILENAME:

Filename Format: Course Prefix (2-4 spaces) A (for NEW Course) Number (include suffix) . (a period)
College Abbreviation (3 or 4 spaces) - Example: ENGLA270H.CLA

ATTACHMENT 2.10

California State University, Long Beach

Policy Statement

08-12

April 9, 2008

University Honors Program

(This policy supersedes Policy Statement 82-09 and 00-08)

This revised policy was recommended by the Academic Senate on March 27, 2008 and approved by the President on April 8, 2008.

The University Honors Program exists to meet the needs of high-performing students who want an enriched undergraduate program. It offers three options.

General Honors Plan I (minimum of 24 units) is designed for entering freshmen and consists of a minimum of 18 units of lower- and upper-division honors courses (which must include UHP 100 and 150) and a culminating 6-unit active learning project requiring a reflective component in the student's major (UHP 496 and UHP 498). Active learning project options include: performance, exhibition, study abroad, community-based learning, research/creative project (thesis), or internship.

General Honors Plan II (minimum of 15 units) is designed for upper-division transfers from community colleges and consists of nine units of upper-division honors courses and a culminating 6-unit active learning project requiring a reflective component in the student's major (UHP 496 and UHP 498). Active learning project options include: performance, exhibition, study abroad, community-based learning, research/creative project (thesis), or internship.

Honors in the Major (minimum of 9 units) consists of a minimum of one upper-division honors-specific course in the student's major department and a culminating 6-unit active learning project (courses in the major department equivalent to UHP 496 and UHP 498). Students in General Honors whose major department offers an Honors in the Major Program may apply to participate in both programs, in which case the General Honors active learning project would be satisfied through the Honors in the Major option.

Admission. Admission to the University Honors Program is based upon high school grade-point average, SAT or ACT scores, community college or CSULB grades, and faculty recommendations, as appropriate. Admission standards are designed to restrict participation in the program to the top 10 percent of CSULB students. Students who fail to maintain a cumulative GPA of at least 3.00 will be withdrawn from the program. Also, students who fail to register for courses in the General Honors Program for two consecutive semesters will be withdrawn from the program.

Approval of Courses. The identification and staffing of courses to be offered as a part of General Education for students taking General Honors are decisions made by the director of the University Honors Program, following consultation with the Honors Advisory Council. Proposals for Honors in the Major and the creation of honors-specific courses other than UHP must be approved by (1) the department curriculum committee and department chair; (2) the college curriculum committee; and (3) the director of the University Honors Program, following consultation with the Honors Advisory Council. The management and staffing of the senior Active Learning Project must be approved by the department curriculum committee and department chair of the student's major, as well as by the director of the University Honors Program.

Definition of Honors Courses. Honors courses are different from most undergraduate offerings both in content and in the way they are taught. Honors courses are designed to be more demanding; they include a heavier emphasis on theory and/or address more complex issues. The assigned readings are normally scholarly works, both books and articles, rather than textbooks. Class time is devoted to discussions designed to give students the opportunity for independent interpretation and analysis. The emphasis is on written papers or projects, not standardized testing. Assignments are constructed to accommodate individual student interests and concerns. In short, the presumption is that students in the University Honors Program are able to embark on more challenging and creative assignments, are less dependent upon the assistance of their instructors in understanding assigned readings, and are motivated to function at a more advanced stage of critical analysis when considering the validity of a given work.

Definition of Senior/Active Learning Project. The senior project/portfolio is intended to provide the opportunity for personal intellectual growth. It can take the form of an original research or creative effort or it can incorporate study abroad, community-based learning, or an internship component. It can also be a project that is demonstrated, performed, or exhibited. Accordingly, the form that the research/preparation (UHP 496) and writing/demonstration/performance/exhibition (UHP 498) may take will vary with the student's major. The end product will be either a scholarly paper, a performance, or an exhibition. A performance or an exhibition must be accompanied by a reflective written component. The director of the University Honors Program will determine the appropriate format for the senior active learning project in consultation with the faculty member supervising the student's work.

Advisory Council. The University Honors Program shall have an Advisory Council composed of the director (ex officio, non-voting); a designee of the provost (ex officio, non-voting); eight members of the faculty, two from the College of Liberal Arts and one from each of the other colleges, selected by the respective college councils, preferably from among faculty who have taught in the program or supervised senior active learning projects; and two students, one seeking General Honors and one seeking Honors in the Major, selected by the faculty members of the Advisory Council. Terms shall be for two years in the case of faculty and one year in the case of students, and members shall be eligible for re-appointment. The Advisory Council shall conduct a minimum of one meeting each semester.

ATTACHMENT 2.11

California State University, Long Beach

Policy Statement

April 7, 1985
NUMBER: 85-08

The following policy was recommended by the Academic Senate in its meeting of March 14, 1985, and received the concurrence of the President on April 5, 1985. This policy is also incorporated in the University Curriculum Handbook.

SUBJECT: CERTIFICATE PROGRAMS

A Certificate Program is a coherent grouping of courses from one or more disciplines. Such a Program may provide an application focus in a particular field of study, or a multidisciplinary focus on a specific topic or area. A certificate provides formal recognition by the University that the course of study involves substantial exposure to the field or topic. A Certificate Program will differ substantially in focus from a degree program, although certain common courses may be applied to both degree and certificate courses of study. Certificates, however, are not awarded by the University prior to awarding of a bachelor's degree. The Writing Proficiency Examination must be passed before awarding of a Certificate.

A Certificate neither credentials nor licenses the student, nor does it guarantee the ability of the student to put into practice what has been studied. By conferring a Certificate, the University validates the course of study as being a substantial exposure to the main features of the field or topic.

Extension and/or transfer credit, approved by the Program/Department Chair, may comprise no more than one-fourth of the course-work applied to an undergraduate Certificate or no more than one-sixth of the course-work applied to the Graduate Certificate. Course-work applied to the Certificate Program must show evaluations with traditional letter or number grading (e.g., A through F through 0 grade points) except for courses graded C/NC only. Credit earned by correspondence, examination, and/or experiential portfolio may not be applied to the Certificate Program.

The requirements in effect for the Program will be those published in the University Bulletin at the initiation or at the completion of the course-work applied to the Certificate, as determined by the student's choice when he/she files for awarding of the Certificate.

When a student is accepted into the Certificate Program, an official course of study is to be approved by the Program Advisor, the Program/ Department Chair, the School Dean, and forwarded to the Records Office. Copies of the Course of Study Form will be kept by the Program/Department Chair and the School Dean for use in the periodic program evaluation required by Councils. The student will file a Request for Certificate Form at the time of filing for Graduation Check if the Certificate is to be awarded concurrently with the bachelor's degree, or at least one semester prior to awarding of the Certificate, if a bachelor's degree has already been awarded.

UNDERGRADUATE CERTIFICATE PROGRAMS

Course-work is at the undergraduate level and must include at least 18 units of study, of which at least 15 shall be at the upper-division level. Undergraduate course-work requirements for Certificate Programs are determined by the School or Schools offering or participating in the various Certificate Programs. (A maximum of two 500-level courses may be acceptable in the same manner that 500-level work may be used for the bachelor's degree and subject to the same limitations as to class standing and grade point average.) A program may specify a maximum time for completion of the requirements. A grade point average of at least 2.0 must be maintained in the Certificate Program course-work. The Program shall include a basic core of at least three courses common to all students awarded the Certificate. (The core may include "either/or" choices between two alternatives for one or two of the three required core courses.)

GRADUATE CERTIFICATE PROGRAMS

Acceptance in a Graduate Certificate Program requires a bachelor's degree from an accredited university, a passing score in the University Writing Proficiency Examination, and at least a 2.5 grade point average in the most recently completed 60 units. Course-work is at the graduate level (500/600), with undergraduate courses acceptable if they are asterisked in the University Bulletin as acceptable for graduate work, subject to all limitations which follow.

The Graduate Certificate Program must include at least 18 units of study, of which at least 12 must be at the 500/600 level. A grade point average of at least 3.0 must be maintained in the course-work applied to the Graduate Certificate. The Program shall include a basic core of at least 3 courses common to all students awarded the Certificate. (One of these three core courses may include an "either/or" choice between-two alternatives.) Courses in directed research, directed reading, internship, independent study may comprise no more than 3 units total on a Graduate Certificate Program. Thesis and student teaching may not be used. A Certificate Program must be completed within five calendar years from its initial course-work.

CERTIFICATE PROGRAM REVIEW

Proposals for establishing Certificate Programs are approved by the President of the University after review of curricular and administrative framework and recommendation by the appropriate Council and the Academic Senate. Programs housed within a Department or School will be reviewed in the same program review cycle as degree programs within that Department or School and according to guidelines for Review of Certificate Programs. Multi-disciplinary Certificate Programs offered jointly by more than one School will be reviewed according to a special five-year cycle established by the appropriate Council.

The Certificate Program Chair shall be tenured/tenure track faculty member with a full-time assignment for the full academic year. The Chair is responsible for academic advising, coordination of course offerings, processing of Course of Study forms, and preparation/submission of Program Review materials.

ATTACHMENT 2.12

ACADEMIC MASTER PLAN

The California Code of Regulations, Title 5, specifies that the general mission of the California State University system is to provide instruction leading to the bachelor's degree and the master's degree in the liberal arts and sciences, in applied fields, and in the professions.

Academic planning for the system starts from the presumption that each campus is authorized to offer programs in the liberal arts and sciences and in certain professional fields. Each campus within the system will offer additional programs as determined by the mission of the individual campus, the resources available to support the program, and the needs of the particular region and of the State.

The CSU Academic Master Plan shows all degrees and options offered, or planned for future offering, by each campus within the system. New programs must be approved for "projection" on the Academic Master Plan before they may be proposed for implementation.

Each fall, each campus submits to the Chancellor's Office its Academic Master Plan for the following five years, with recommendations for addition, deletion, or rescheduling of projected programs. These changes in the Plan must be approved by the Chancellor's Office and the Board of Trustees, acting at their March meeting. The State requires that programs that have high costs or that prepare students for certain specialized careers also be approved by the California Post-Secondary Education Commission (CPEC), to assure regional planning and avoid unnecessary duplication.

Decisions to approve inclusion of new programs in the Academic Master Plan are based primarily on evidence that there will be sufficient enrollment to insure a viable program and on evidence that the program serves the needs of the State and the particular region.