**Program Proposal Template**

**Adding New Concentrations and Emphases**

Proposals to add a new concentration or emphasis must receive appropriate campus approval prior to implementation. Use this template as a guide and attach the appropriate routing sheet that should remain with the proposal through the required steps of evaluation. Typically the proposal secures approvals from the department, curriculum committee, and school dean before arriving at the Office of Academic Programs. It is then forwarded to the Provost and subsequently to the Senate. The Senate and President must formally approve the concentration or emphasis before notifying the Chancellor’s Office and admitting students. Please consult with the Associate Vice President for Academic Programs for questions or assistance.

Degree pathways within a major are designated as concentrations or emphases, as determined by the size of the core requirements that they share with the remaining degree pathways (see table, below). The common core/electives are defined as common set of required coursework or common set of required electives taken by all students obtaining the degree.

### Number of Units in Common Core/Electives

<table>
<thead>
<tr>
<th></th>
<th>Concentration</th>
<th>Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>up to 36 units</td>
<td>&gt; 36 units</td>
</tr>
<tr>
<td>BS</td>
<td>up to 55 units</td>
<td>&gt; 55 units</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>up to 50%</td>
<td>&gt; 50%</td>
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</tbody>
</table>

Note: In contrast to these formal Concentrations and Emphases, some programs may use advising tracks for a set of recommended courses suited for a general purpose but do not constrain a student in meeting graduation requirements. The term “option” is used only to describe different ways of satisfying the same degree that do not rise to the level deserving a separate catalog description. These advising tracks and options do not carry any formal title or designation in the University Catalog, nor do they appear on the student’s transcript or diploma. They are purely advisory in the choices of elective courses and requirement options.

1. **Program Identification**
   a. Full and exact degree designation and title (e.g. Bachelor of Science with a Major in Chemistry and a Concentration in Biochemistry).
   b. Term and academic year of intended implementation (e.g. Fall 2012).
c. Total number of units required for graduation. This will include all requirements, not just major requirements. (Strong justification should be included for any option requiring more than 180 units)
d. How this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.
e. If students must apply directly to the concentration or emphasis (rather than the major), propose the Classification of Instructional Programs (CIP) Code and CSU Degree Program Code to be used.

2. 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.
   b. Complete catalog description, including program description, units required for degree, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

3. 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.
   c. Other concentrations or emphases and how their curriculum overlaps that proposed
   d. A list of all courses required for the program, 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). Include proposed catalog descriptions of all new courses.
   e. List of elective courses that can be used to satisfy requirements for the program, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions and course approval sheets for all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.
   f. 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.
g. For undergraduate programs, planned provisions for articulation of the proposed program with community college programs. In particular, designate the proposed program as similar or dissimilar to any transfer model curricula developed for compliance with SB 1440 (the STAR Act).

h. Advising “roadmaps” that have been developed.

i. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

4. **Need for the Proposed Program**

It may be helpful to address the following areas:

- List of other California State University campuses currently offering similar programs; list of neighboring institutions, public and private, currently offering similar programs.
- List of any other curricula currently offered by the campus that are closely related to the proposed program.
- Community participation, if any, in the planning process. This may include prospective employers of graduates.
- Applicable workforce demand projections and other relevant data.
- 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](http://www.calstate.edu/app/resources.shtml)
US Department of Labor, Bureau of Labor Statistics
California Labor Market Information
Labor Forecast

5. **Student Demand**

It may be helpful to address the following areas:

- 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.
- Issues of diversity and access to the university considered when planning this program.
- For master’s degree proposals, the number of declared undergraduate majors in closely allied disciplines and the degree production over the preceding three years for the corresponding baccalaureate program(s), if they exist.
- Professional uses of the proposed program.
- The expected number students in the program in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

6. **Existing Support Resources for the Proposed Program**
a. Faculty who would teach in the program, indicating rank, appointment status, and highest degree earned. For master’s degrees, include faculty publications or curriculum vitae.
b. Describe special space, facilities, library resources, equipment, academic technology, or special materials that would be used in support of the proposed program.

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

a. Any 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. 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.