

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
NEW PROGRAM PROPOSAL - Form P

For Curriculum and Scheduling Office Use Only

D.B. \_\_\_\_\_ Catalog \_\_\_\_\_ File \_\_\_\_\_

COLLEGE ☐ CoAS ☒ CBA ☐ CoE Discipline Business

TITLE OF PROGRAM Certificate of Special Studies - ~~Business Topics~~

*Foundational Aspects of Business*

This form is the signature sheet for new programs and new options/concentrations/emphases/tracks within existing programs. For all changes to existing programs (other than addition of new options/concentrations/emphases/tracks), use the Form P-2.

Check one: ☐ New Undergraduate Major or New Graduate Degree ☐ New Option/Concentration/Emphasis/Track ☐ New Minor ☐ New Teaching Credential ☒ New Certificate

Attach a completed New Program Template  
Attach a completed New Option/Concentration/Special Emphasis, Teaching Credential and Minor  
Attach a completed New Certificate Template

Does this proposal impact other disciplines? ☐ Yes ☒ No If yes, obtain signature(s).  
Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

|                 |                                     |
|-----------------|-------------------------------------|
| Discipline #1   | Support _____ Oppose _____          |
| Signature _____ | Date <input type="checkbox"/> _____ |

|                 |                                     |
|-----------------|-------------------------------------|
| Discipline #2   | Support _____ Oppose _____          |
| Signature _____ | Date <input type="checkbox"/> _____ |

|                 |                                     |
|-----------------|-------------------------------------|
| Discipline #3   | Support _____ Oppose _____          |
| Signature _____ | Date <input type="checkbox"/> _____ |

1. Beverlee B. Anderson 3/27/08  
Originator (Please Print) Date

2. Debra Mureman 3/27/08  
Program/Department Director/Chair Date

3a. Mark Siegel 3/28/08  
Dean of Library\* Date

REVIEW PROCESS

3b. [Signature] 4/3/08  
Dean of Information and Instructional Technology Services\* Date

3c. Cathia E. Norden 3/28/08  
Vice President for Student Affairs\* Date

3d. [Signature] 3-27-08  
Director of Planning, Design and Construction (if applicable)\* Date

4. [Signature] 4/1/08  
College Curriculum Committee\* Date

COLLEGE-LEVEL APPROVAL PROCESS

5. [Signature] 4/4/08  
College Dean\* Date

UNIVERSITY-LEVEL APPROVAL PROCESS

(May not begin until all Review and College-Level Approval signatures have been obtained.)

6a. \_\_\_\_\_ Date  
University Curriculum Committee\*

6b. \_\_\_\_\_ Date  
Budget and Long-Range Planning Committee\*

7. \_\_\_\_\_ Date  
Academic Senate

8. \_\_\_\_\_ Date  
Provost

9. \_\_\_\_\_ Date  
President

10. \_\_\_\_\_ Date  
Date to Chancellor's Office

\* Attach a memo on program impact on the unit and the ability of the unit to support it.

^ Attach a memo summarizing the curricular and/or resource deliberations.

**CALIFORNIA STATE UNIVERSITY  
SAN MARCOS**

**Proposal for New Certificate in Special Studies – Business Topics**

1. Full and exact title of the Certificate program and level of the program (Certificate of Specialized vs. Advanced Study). Name and position of the person(s) submitting the proposed Certificate. Intended implementation date of the program.

Certificate in Special Studies - Business Topics

2. List of the existing programs in the discipline(s) under which the new Certificate is to be offered.

The program will be offered in partnership with the College of Business Administration (CoBA) and Extended Learning (EL).

The following CoBA departments will be involved in the delivery of the courses:

- General Business
- Finance and Accounting
- Management and Marketing

3. List of the existing program(s) that may be affected by the proposed Certificate.

No existing programs will be impacted or affected by this certificate.

4. Purpose of the proposed Certificate, including specific academic objectives served, professional applications, potential student market, and a statement explaining the need for the Certificate in comparison to existing related majors, minors, and Graduate programs.

Students who complete this certificate will be those individuals seeking specific skills and competencies to be used in their career. The certificate can be completed by main-campus students, or members of the community at large. EL will issue the certificate to main-campus students provided that they complete the sequence of courses outlined in this proposal. Community members can complete the certificate via self-support Special Sessions courses offered by EL, or by taking main-campus courses via Open University. Courses taken via EL will be taken using the self-support tuition model, currently \$200 per unit, plus \$106 in student fee each term. Courses taken via the main-campus will be subject to the regular CSU fee structure.

This certificate in no way replaces the bachelor's degree and does not meet any professional association standards; instead it provides an alternative pathway toward achieving basic business skills.

5. **List of the courses, by catalog number, title, and units of credit, as well as total units to be required under the proposed Certificate.**

Students seeking this certificate will be required to complete 18 units of study.

Below is a list of required courses:

| Course | #   | Title                             | Units |
|--------|-----|-----------------------------------|-------|
| BUS    | 302 | Business Environments             | 2     |
| BUS    | 304 | Data Analysis                     | 4     |
| BUS    | 304 | Laboratory                        |       |
| FIN    | 304 | Introduction to Corporate Finance | 4     |
| OM     | 305 | Operations Management             | 4     |
| ACCT   | 308 | Accounting Information & Systems  | 4     |
| ACCT   | 308 | Laboratory                        |       |

Total Units: 18

6. **Definition of the minimum level of competence to be demonstrated to earn the proposed Certificate, and a description of the means of assessing that competence (examination, practicum, field experience, etc.).**

To earn the certificate, a student must receive a grade of 'C' or higher (2.0 on a 4.0 scale) in each of the courses prescribed.

7. **Description of assessment strategies for waiver of lower division requirements (where applicable).**

Not Applicable. Students must complete the regular course prerequisites as outlined by the College of Business Administration.

8. **New courses to be developed. Include proposed catalog descriptions in the Certificate proposal. "C-forms" for these courses should accompany the proposed Certificate package for curricular review.**

Not Applicable. The certificate will draw upon previously approved courses.

9. **List of all present faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.**

Faculty teaching in the certificate program include:

1. Beverlee Anderson, Ph.D. (Ohio State University)  
Professor, Business & Marketing
  2. Fang Fang, Ph.D. (University of Texas)  
Assistant Professor, Management Science & Information Systems
  3. Chetan Kumar, Ph.D. (Purdue University)  
Assistant Professor, Management
  4. Wenyuh Tsay, Ph.D. (University of Utah)  
Associate Professor, Finance
  5. Robert Aboolian, Ph.D. (University of Toronto)  
Assistant Professor, Operations Management
  6. Richard Hwang, Ph.D. (St. Louis University)  
Professor, Accounting
10. **Instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the Certificate program.**

This program will draw upon currently available instructional resources. Faculty who teach in the program are already employed by CSUSM and will have the option of teaching the certificate courses for extra pay via EL. Space, equipment, and library volumes are already in place to support the program. No additional resources are needed. Staff in EL will work with students to ensure completion of the courses necessary to receive the certificate. EL will absorb the cost of issuing the certificates as part of its regular business model.

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COLLEGE ☐ CoAS ☒ CBA ☐ CoE Discipline Business

TITLE OF PROGRAM Certificate of Special Studies - Advanced Business Topics

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Check one: ☐ New Undergraduate Major or New Graduate Degree ☐ New Option/Concentration/Emphasis/Track ☐ New Minor ☐ New Teaching Credential ☒ New Certificate

Attach a completed New Program Template  
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Special Emphasis, Teaching Credential and Minor  
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|                 |  |
|-----------------|--|
| Discipline #1   | Support <input type="checkbox"/> Oppose <input type="checkbox"/> |
| Signature _____ | Date <input type="checkbox"/> _____                              |

|                 |  |
|-----------------|--|
| Discipline #2   | Support <input type="checkbox"/> Oppose <input type="checkbox"/> |
| Signature _____ | Date <input type="checkbox"/> _____                              |

|                 |  |
|-----------------|--|
| Discipline #3   | Support <input type="checkbox"/> Oppose <input type="checkbox"/> |
| Signature _____ | Date <input type="checkbox"/> _____                              |

|   |   |
|---|---|
| 1. <u>Beverlee B Anderson</u><br>Originator (Please Print) <u>3/27/08</u><br>Date         | 2. <u>Henry Suran</u><br>Program/Department Director/Chair <u>3/27/08</u><br>Date                                   |
| 3a. <u>Mark Stangel</u><br>Dean of Library* <u>3/28/08</u><br>Date                        | 3b. <u>[Signature]</u><br>Dean of Information and Instructional Technology Services* <u>4/3/08</u><br>Date          |
| 3. <u>Patricia E Norden</u><br>Vice President for Student Affairs* <u>3/28/08</u><br>Date | 3d. <u>Kenneth Ducloux</u><br>Director of Planning, Design and Construction (if applicable)* <u>3-27-08</u><br>Date |
| <b>COLLEGE-LEVEL APPROVAL PROCESS</b>   |   |
| 4. <u>Ray R Edelman</u><br>College Curriculum Committee* <u>4/1/08</u><br>Date            | 5. <u>Henry Suran</u><br>College Dean* <u>4/4/08</u><br>Date  |

**UNIVERSITY-LEVEL APPROVAL PROCESS**  
(May not begin until all Review and College-Level Approval signatures have been obtained.)

|   |  |
|---|--|
| 6a. _____<br>University Curriculum Committee* _____<br>Date | 6b. _____<br>Budget and Long-Range Planning Committee* _____<br>Date |
| 7. _____<br>Academic Senate _____<br>Date                   | 8. _____<br>Provost _____<br>Date                                    |
| 9. _____<br>President _____<br>Date                         | 10. _____<br>Date to Chancellor's Office                             |

\* Attach a memo on program impact on the unit and the ability of the unit to support it.

^ Attach a memo summarizing the curricular and/or resource deliberations.

**CALIFORNIA STATE UNIVERSITY  
SAN MARCOS**

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Certificate in Special Studies – Advanced Business Topics

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- Finance and Accounting
- Management and Marketing
- Information Systems and Operations Management

3. List of the existing program(s) that may be affected by the proposed Certificate.

No existing programs will be impacted or affected by this certificate.

4. Purpose of the proposed Certificate, including specific academic objectives served, professional applications, potential student market, and a statement explaining the need for the Certificate in comparison to existing related majors, minors, and Graduate programs.

Students who complete this certificate will be those individuals seeking advanced skills and competencies to be used in their career. The certificate can be completed by main-campus students, or members of the community at large. EL will issue the certificate to main-campus students provided that they complete the sequence of courses outlined in this proposal. Community members can complete the certificate via self-support Special Sessions courses offered by EL, or by taking main-campus courses via Open University. Courses taken via EL will be taken using the self-support tuition model, currently \$200 per unit, plus \$106 in student fee each term. Courses taken via the main-campus will be subject to the regular CSU fee structure.

This certificate in no way replaces the bachelor's degree and does not meet any professional association standards; instead it provides an alternative pathway toward achieving basic business skills.

5. List of the courses, by catalog number, title, and units of credit, as well as total units to be required under the proposed Certificate.

Students seeking this certificate will be required to complete 18 units of study.

Below is a list of required courses:

| Course | #   | Title                             | Units |
|--------|-----|-----------------------------------|-------|
| ACCT   | 423 | International Accounting          | 2     |
| MGMT   | 415 | Human Resources                   | 4     |
| MGMT   | 461 | Management in Difficult Cultures  | 4     |
| MGMT   | 465 | Developing Management Skills      | 4     |
| MIS    | 426 | Telecommunications for Management | 4     |

Total Units: 18

6. Definition of the minimum level of competence to be demonstrated to earn the proposed Certificate, and a description of the means of assessing that competence (examination, practicum, field experience, etc.).

To earn the certificate, a student must receive a grade of 'C' or higher (2.0 on a 4.0 scale) in each of the courses prescribed.

7. Description of assessment strategies for waiver of lower division requirements (where applicable).

Not Applicable. Students must complete the regular course prerequisites as outlined by the College of Business Administration.

8. New courses to be developed. Include proposed catalog descriptions in the Certificate proposal. "C-forms" for these courses should accompany the proposed Certificate package for curricular review.

Not Applicable. The certificate will draw upon previously approved courses.

9. List of all present faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.

Faculty teaching in the certificate program include:

1. Alan Styles, Ph.D.  
Associate Professor, Accounting

2. Ted Shore, Ph.D.  
Professor, Management
  3. Klaus Schryen,  
Adjunct Faculty, Management
  4. Kathleen Watson, Ph.D. (University of Utah)  
Professor, Management
  5. Shaoyi He, Ph.D. (University of North Carolina)  
Associate Professor, Information Science
10. **Instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the Certificate program.**

This program will draw upon currently available instructional resources. Faculty who teach in the program are already employed by CSUSM and will have the option of teaching the certificate courses for extra pay via EL. Space, equipment, and library volumes are already in place to support the program. No additional resources are needed. Staff in EL will work with students to ensure completion of the courses necessary to receive the certificate. EL will absorb the cost of issuing the certificates as part of its regular business model.



## **LATAC report**

April 23, 2008

Chair, Joan Hanor, CoE; Shaoyi He, CoBA; Sajith Jayasinghe, CoAs; Youwen Ouyang, CoAS; Sue Thompson, Library Faculty; Chris Ashley, Library Staff; Robert Erichsen, IITS Staff; Marion Reid, Dean of Library; Linda Scott, Interim Director, Academic Technology; Wayne Veres, Dean of IITS; Chad Huggins, AA staff at large; Kai Norwood, Student Representative at Large

The library has completed its searches for two librarians and will soon be welcoming their new Natural Science librarian and Web librarian. There was a lengthy discussion regarding collections and the process involved in determining cuts, including taking into account multiyear contracts and cost. Anticipating a year-end balance this year that will be moved forward to next year means cuts may not be immediate. However we need to start thinking now about future reductions since it is a complicated process involving faculty/student needs and vendors. Vendors will bring a list of items to cut based on usage but need faculty input on this so that faculty/student needs are met. There was discussion about the possibility of using endowments to make up the cuts.

We regret the loss of Mark Stengel who will be leaving the Library very shortly (May 2nd last day) to become the director of library services at Questa College in San Luis Obispo. There will be an interim position from July 08 to Dec 09.

IITS is in the process of implementing several major technology changes. PeopleSoft changes are being facilitated by April Gromo who is meeting with departments to help explain new procedures.

The next issue with regards to ATI is the upcoming requirement that in the fall all new courses, and those with significant changes, be fully accessible. Courses undergoing significant changes will not be held to a strict interpretation will only be accountable for accessibility if major changes are taking place. Shaoyi He is acting as a test case where one of his existing courses is being made fully accessible. Accessibility workshops will be offered. The first one will be April 17<sup>th</sup> and will focus on making syllabi accessible through Word. The next workshop will be on the 22<sup>nd</sup> and will concentrate on making PDF documents accessible. These workshops will be offered many times.

A recent IITS Brown bag on April 16 featuring the research of Jean Twenge was highly attended. Her topic "Generation Me" initiated much discussion and interest.

Work in progress: LATAC has been drawing up a draft of a Resolution on the Impact of Budget on Library and [IITS](#) Resources, Collections, and Services. It is attached.

Respectfully submitted,  
Joan Hanor, Chair

**Resolution on Impact of Budget on  
Library and IITS Resources, Collections, and Services**

WHEREAS, The Academic Senate of CSUSM recognizes its responsibility as the representative body of the faculty and that faculty rely on the academic quality of library and IITS/resources, collections, and services to support the curriculum and student learning; and

WHEREAS, The proposed budget cuts will likely necessitate a significant reduction in library electronic and print collections which will be further aggravated by reduced access to instructional and research resources from other institutions; and

WHEREAS, The proposed budget cuts will reduce the library's collections budget by approximately 12% in 2008-09 and approximately 28% in 2009-10 and force significant cuts in reference, electronic databases and journal subscriptions; and

WHEREAS, The proposed budget cuts will further reduce purchases of books, videos, and other monographic collections, which already represent less than 5% of the library collection budget due to constant inflationary increases in costs of on-going commitments in areas such as journal subscriptions; and

WHEREAS, The proposed budget cuts affecting library collections will be further exacerbated by an average annual inflation of more than 8% in publisher prices which is anticipated to erode the library's collection budget by an additional \$50,000 each year; and

WHEREAS, The proposed budget will cut the library's interlibrary loan budget by approximately 33% resulting in significantly reducing faculty and student's ability to borrow books, journal articles, and other research materials from other institutions; and

WHEREAS, The proposed budget cuts will likely result in a disproportionate impact on certain academic programs with more expensive collection materials, with higher use of interlibrary loan, and with more need for current materials; and

WHEREAS, ~~IITS/technology~~ The proposed budget cuts will likely conflict with the University's strategic priority commitment to integrate appropriate technology throughout the academic experience, thereby jeopardizing academic excellence; now, therefore, be it

RESOLVED, That the Academic Senate of CSUSM urge campus administrators to do everything in their power to protect students and faculty access to research materials and instructional services by minimizing the impact of proposed budget cuts on library and IITS/technology collections and services, and be it further

RESOLVED, That the Academic Senate of CSUSM recommends that the campus administration commit to the principle that alternative sources of budget cuts will have priority over reductions in library collections or IITS/technology services when developing strategies to cope with budget reductions.

1                   **Resolution on Lottery Grant Funding Allocation at Cal State San Marcos**  
2  
3

4   WHEREAS, the General Guidelines for Expenditures of California State Lottery Funds,  
5   set forth by Government Code Section 8880.5, Attachment C, specify a set of General  
6   Guidelines for Expenditures of Lottery Fund campus allocations<sup>i</sup>; and  
7

8   WHEREAS, those Guidelines emphasize that Lottery funds “are allocated to achieve  
9   maximum impact in enhancing instruction”; and  
10

11   WHEREAS, the Budget and Long-Range Planning Standing Committee of the Academic  
12   Senate Resolution of 1997 stated that Lottery Funds would be allocated to 7 campus cost  
13   centers according to “*rough* guidelines established by BLP in AY 1996-97,” and that “the  
14   Academic Senate Student Affairs Standing Committee...serve as the final level of  
15   committee review for the University”; and  
16

17   WHEREAS, the rough guidelines for allocating Lottery funds to a mix of instructional  
18   and co-curricular units (cost centers) have evolved over time into a “head count” method  
19   to establish numbers of staff in each unit directly associated with student instruction, and  
20

21   WHEREAS, this method has been imprecise and ~~cumbersome~~ labor-intensive; and,  
22

23   WHEREAS, revision to the allocation process violates neither a policy nor a procedure,  
24   and is in the purview of the Student Affairs Committee; and  
25

26   WHEREAS, the Student Affairs Committee has developed a revised method of allocating  
27   Lottery funds that eliminates the challenge of using the same problematic method to  
28   measure contributions to instruction from two inherently different types of campus unit,  
29   as well as refining the allocation process at Cal State San Marcos to better meet the  
30   principles of the General Guidelines for Expenditures of Lottery Funds; now, therefore,  
31   be it  
32

33   RESOLVED, that the Student Affairs Committee implements an allocation method based  
34   on FTES for instructional units and historically derived percentages for co-curricular  
35   units,<sup>ii</sup> and further, be it  
36

37   RESOLVED, that SAC has the flexibility to reallocate funds to high-quality proposals  
38   from any unit should there be additional funds available (for example, if there are units  
39   who submit no proposals in a funding cycle), and further, be it  
40

41   RESOLVED, that the proposed method will be implemented for 3 academic years (2008-  
42   09, 2009-10, and 2010-11) and then reviewed by the Student Affairs Committee for its  
43   equity and functionality, and further, be it  
44

45   RESOLVED, that no other changes to the Budget and Long-Range Planning Committee  
46   Resolution of 1997 are implied by these changes to the allocation process.

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<sup>i</sup> ***The California State Lottery Act of 1984 states:***

... all funds allocated from the California State Lottery Education Fund shall be used exclusively for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing of research or any other non-instructional purpose.

1. The activity funded must represent a bonafide educational experience for students, or result in the development of materials to be used with students, or lead to the development of a program or course.
2. Lottery funds may not be used to pay faculty salaries for classroom instruction.
3. Lottery funds may not be used to finance increases in the rate of compensation paid to existing staff; thus, stipends and honoraria are not permissible.
4. Lottery funds may not be used to finance faculty overloads. However, existing faculty may work a summer period under a personal services contract.
5. Expenditure of any funds, including lottery funds, which are used for faculty development activities, must be in accordance with the collective bargaining agreement, which includes a specific list of development activities (see below).
6. Lottery funds should be used to augment and supplement state-funded budget programs so that lottery revenue is not used to replace current or prospective state funding.
7. Lottery fund may be used to pay for part-time instructors when such instructors are hired as replacement faculty for faculty members working for a CSU lottery designated program.

<sup>ii</sup> The new allocation formula will be based on historical figures (what each unit has received in the past), using a three-year average. The allocation will be split into two pots, one for instructional units with FTES (students) and one for co-curricular units with no FTES.

Instructional Units (CoAS, CoBA, CoE, Nursing) will share 56% of the total, in percentages based on FTES numbers as of Fall census.

Co-curricular Units (Library, IITS, Student Affairs) will share 34% of the total, in percentages based on a 3-year average of their most recent Lottery allocations. While these percentages were derived from staff head count, they are the best numbers SAC has to work with at present. SAC envisions a future refinement of the process, reflecting the dynamic history of the University and the allocation method itself; our 3-year evaluation period is based on that premise.

University-wide grants will be allocated 10% of the total.

**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).
- c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.<sup>2</sup>
- 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”**)<sup>3</sup>
- h. Any other campus approval documents that may apply (e.g. curriculum committee approvals).<sup>4</sup>
- i. Please specify whether this proposed program is subject to WASC Substantive Change review.<sup>5</sup>
- j. **Optional: Proposed Classification of Instructional Programs ([CIP Code](#) and CSU Degree Program Code** <sup>6</sup>

<sup>1</sup> When beginning to fill out this form, contact Academic Programs for general guidance and for samples of recent program proposals. It is recommended that program proposers start to fill out the template with the catalog description and the student learning outcomes in Section 3.b and 4.a.

<sup>2</sup> The “campus Academic Plan” is called the University Academic Master Plan (UAMP) at CSU San Marcos. Contact Academic Programs for this date.

<sup>3</sup> Proposers do not need to supply this item. As the proposal goes through the approval process, memos from campus administrators are obtained. These will be collected and added to the proposal by the Curriculum and Scheduling Office as a response for this item.

<sup>4</sup> Proposers do not need to supply this item. As the proposal goes through the approval process, memos from curriculum committees are obtained. These will be collected and added to the proposal by the Curriculum and Scheduling Office as a response for this item.

<sup>5</sup> Generally this refers to a degree offered at a new level (e.g., a doctorate). To be certain that a WASC Substantive Change review is not necessary, contact the Associate Vice President for Planning and Accreditation.

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 systemwide list at: [http://www.calstate.edu/app/documents/HEGIS-CIP2000\\_102406.xls](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.

### 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).<sup>7</sup>

### 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.<sup>8</sup>
- 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, concentrations, 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](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.

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<sup>6</sup> Contact Academic Programs for assistance in proposing CIP and Program (formerly HEGIS) codes.

<sup>7</sup> Use the format found in the most recent General Catalog.

<sup>8</sup> Complete the Student Learning Outcomes Table. The template for this table may be downloaded from ([http://www.csusm.edu/academic\\_programs/Curriculum\\_Forms/New\\_Forms/Table\\_II\\_for\\_New\\_Programs.xls](http://www.csusm.edu/academic_programs/Curriculum_Forms/New_Forms/Table_II_for_New_Programs.xls)). Provide an initial assessment plan for the program. This plan will be the basis for the annual assessment reports that will begin upon implementation of the program. The data collected via these assessments will be the basis of the first program review (generally scheduled five years after program implementation). Contact Academic Programs for sample tables from other program proposals.

- 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](#).<sup>9</sup>
- k. Admission criteria, including prerequisite coursework.<sup>10</sup>
- l. Criteria for student continuation in the program.<sup>11</sup>
- 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><sup>12</sup>
- o. Advising “roadmaps” that have been developed for the major.<sup>13</sup>
- 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.

<sup>9</sup> Contact Graduate Studies for assistance in making certain that the program conforms to CSU requirements for a master’s program.

<sup>10</sup> This item generally applies to graduate programs and self-support programs. For assistance, contact Graduate Studies for the first situation, and Extended Learning for the second. For an undergraduate, state-support program for which admission criteria are desired, contact Academic Programs to discuss this matter.

<sup>11</sup> This item generally only applies to programs with admission criteria (item 4k). For undergraduate programs, the criteria should be that the student remain on good academic standing (i.e., not be subject to Academic Disqualification). For assistance with this item, contact Graduate Studies, Extended Learning or Academic Programs as in item 4k.

<sup>12</sup> Contact Enrollment Management Services for assistance in completing this section.

<sup>13</sup> Contact the Office of First Year Programs for assistance in developing detailed graduation road maps for the first two years of study.



*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.<sup>14</sup>
- 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.<sup>15</sup>
- 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.<sup>15</sup>

**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.<sup>16</sup>
- 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.<sup>17</sup>
- d. Professional uses of the proposed degree program.

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<sup>14</sup> Contact Academic Programs for a list of other CSU campuses offering related programs.

<sup>15</sup> One source of data, in addition to those provided at the end of section 5, is the San Diego Association of Governments website: <http://www.sandag.cog.ca.us>

<sup>16</sup> Contact Enrollment Management Services to obtain numbers of students with declared majors, options/concentrations/emphases/tracks/etc., and minors. Contact Academic Programs to obtain enrollment histories in specific courses. Surveys of potential employers might show the need for the proposed program. Please explain if there are discrepancies between national/statewide/professional manpower surveys and local findings. Contact the Career Center for assistance in completing this section.

<sup>17</sup> Contact Enrollment Management Services for these data.



- e. The expected number of majors 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.<sup>18</sup>

## 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)

- 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).<sup>19</sup>
- d. Existing academic technology, equipment, and other specialized materials currently available.<sup>20</sup>

## 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.<sup>21</sup>
- 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.<sup>22</sup>
- 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.<sup>23</sup>

<sup>18</sup> Contact Academic Programs for assistance in estimating the number of majors and graduates.

<sup>19</sup> Contact the Library for this report.

<sup>20</sup> Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.

<sup>21</sup> Include additional faculty lines needed to support the course offerings indicated in 4.i and 4.o. Indicate whether any external funds are expected to support faculty lines.

<sup>22</sup> Contact Planning, Design and Construction for assistance in answering questions about space that is under construction or being planned. Indicate whether any external funds are expected to support construction of facilities.

<sup>23</sup> This should follow directly from the Library report in 7.c.

- 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.<sup>24</sup>

## 9. Additional CSUSM New Program Requirements

A. Summarize the responses in items **8a-8d** by completing the spreadsheet in Table III. The template for this table may be downloaded from

[http://www.csusm.edu/academic\\_programs/Curriculum\\_Forms/fill\\_in\\_rest\\_of\\_URL](http://www.csusm.edu/academic_programs/Curriculum_Forms/fill_in_rest_of_URL).

B. List all pre-requisites and/or required preparatory courses for the major, and in what year of a four-year sequence they would be taken. Indicate which courses are outside of the department proposing the major.<sup>25</sup>

| Course Title | Units of Credit | Year Taken | Outside major dept? |
|--------------|-----------------|------------|---------------------|
|              |                 |            |                     |
|              |                 |            |                     |
|              |                 |            |                     |
|              |                 |            |                     |
|              |                 |            |                     |

C. Referring to the proposed course-offering plan you completed in section 4i, list required and elective<sup>26</sup> courses, and the semester and year in the sequence.<sup>27</sup> Identify any courses in the major department for which course-based fees might be appropriate (e.g., expendable supplies).

| Semester | Year | Course Title | # of Units | Elective or Required? | Course Based Fee? <sup>28</sup> |
|----------|------|--------------|------------|-----------------------|---------------------------------|
|          |      |              |            |                       |                                 |
|          |      |              |            |                       |                                 |
|          |      |              |            |                       |                                 |
|          |      |              |            |                       |                                 |
|          |      |              |            |                       |                                 |
|          |      |              |            |                       |                                 |
|          |      |              |            |                       |                                 |
|          |      |              |            |                       |                                 |
|          |      |              |            |                       |                                 |
|          |      |              |            |                       |                                 |

<sup>24</sup> Information technology and academic computing needs should follow directly from the IITS report in 7.d. Additional specialized equipment and materials that will be needed should be addressed here.

<sup>25</sup> See section 4f

<sup>26</sup> If the choice among electives is extensive, list a generic "Elective" under Course Title.

<sup>27</sup> In addition to section 4i, refer to sections 4f and 4g.

<sup>28</sup> Suggested entries in this column are: N/A (Not appropriate), A (Appropriate, but not yet requested), R (Requested fee is pending approval; also include the amount of the fee), or E (existing course fee; also include the amount of the fee)