

AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday ~ November 19, 2014 ~ 12:00 – 2:00 pm
Provost's Conference Room – Kellogg 5207

I. Approval of Agenda

II. Approval of Minutes – 11/12/14

III. Chair's Report, [Laurie Stowell](#)

NOTE: There is no EC Meeting Scheduled for 11/26/14. The EC and AS Meetings of 12/3/14 will be held at the McMahan House. The EC Meeting of 12/3/14 will begin ½ hour early – 11:30 AM.

Referrals to Committee:

FAC: Faculty Awards Policy

- Wang Family Excellence Award
- Harry E. Brakebill Distinguished Professor Award

FAC: Preliminary Discussion – University Joint Hire Policy

FAC: Professional Leave Policy

IV. Vice Chair's Report, [Debbie Kristan](#)

V. Provost's Report, [Graham Oberem](#)

VI. Vice Provost's Report, [Kamel Haddad](#)

VII. ASCSU – [Glen Brodowsky](#) (attachment)

VIII. Presentations

IX. Discussion Items

A. BLP: Pre-Proposal Forms (attachments)

- CSUSM Degree Program Proposal Checklist
- Program Proposal Tips Sheet
- CSUSM Degree Program Proposal Template

B. BLP: Ad-hoc Program Viability Review Committee – Suspension of the Physical Education Option in Kinesiology (attached)

C. Senate Chair: Update on LAMP

X. EC Members Concerns & Announcements

Upcoming Presentations:

AS, 12/3/14 – Undergraduate Studies, Dawn Formo, Dean – Information sharing

AS, 12/3/14 – Extended Learning "101" and International Programs, Mike Schroder

Next meeting: December 3, 2014, 11:30 AM – 1:00 pm, McMahan House

Note: There is no EC meeting on 11/26 (Thanksgiving week)

Report on Academic Senate CSU Plenary Meeting November 5-7, 2014

Resolutions Passed

AS-3192-14/FA/AA (Rev) Improving Campus Response to Sexual Assault and Sexual Violence: This resolution recognizes the crucial role faculty play in fostering awareness and providing support for members of the campus community impacted by sexual violence, and urges faculty to engage in trainings and conversation with the campus community to create an environment that ensures that sexual violence is treated with urgency and sensitivity. It also calls upon campuses to take specific steps to ensure that sexual violence policies and efforts to improve campus climate are consistent with current best practices.

AS-3193-14/FA (Rev) Protecting the Academic Freedom of California State University Faculty: This resolution is in response to recent events at San Jose, San Diego and San Francisco State Universities (see the Rationale for more details). It “deplores and strongly opposes” efforts by outside political organizations, lobbying groups and private donors to pressure the legislature and CSU Board of Trustees and Administration to limit the academic freedom and freedom of speech of faculty. It also urges the Chancellor and campus presidents to publicly denounce such efforts.

AS-3194-14/AA/FGA Response to AB 94: Goal Setting for Academic Performance Measures for Academic Sustainability Plan: California’s 2014 Budget Act requires the UC, CSU and Community Colleges to prepare and deliver academic sustainability plans to the Department of Finance and Legislature by November 30. As part of the plan, the three segments are required to report on 16 performance measures. This resolution expresses concern about the performance measures and calls for a task force to review the utility and implications of the performance measures, and to recommend alternatives if needed.

AS-3195-14/AA Commendation for Wayne Tikkanen: This resolution is a commendation for Wayne Tikkanen, outgoing Faculty Director of the CSU Institute of Teaching and Learning.

AS-3196-14/FGA California State University Board of Trustees’ Proposed 2015-2016 Support Budget: This resolution commends the Board of Trustees for recommending a 2015-16 support budget that recognizes that CSU fiscal needs are significantly greater than those in the governor’s proposed allocation. It also urges the Board to seek additional funding to hire more tenure-line faculty, address significant deferred maintenance needs, provide a compensation pool beyond the 2% in the current budget proposal, and cover any annuity on bonds for deferred maintenance.

AS-3198-14/APEP Support for Encouraging 11th Graders to Take the SAT/ACT as a Means of Establishing College Readiness in English and Mathematics and the Dissemination of Registration Fee Waiver Information: This resolution expresses appreciation for the creation of equivalency levels on the ACT and SAT to establish

conditional status for college-readiness in English and Mathematics for CSU-bound students. It also encourages the California Department of Education and school districts to continue to encourage students to take the SAT/ACT in the 11th grade, and to inform students of the ACT/SAT fee waiver eligibility criteria and application processes.

First Reading Resolutions

AS-3197-14/FA The Need for a Current, Comprehensive California State University Policy on Academic Freedom: This resolution calls upon the Chancellor's Office and Board of Trustees, in consultation with faculty representatives, to update the CSU policy on academic freedom to affirm the main principles of the 1940 AAUP Statement on Academic Freedom and its 1970 interpretation. Specific areas of emphasis include the right to engage in professional activities free from institutional and external constraints, the freedom to communicate in different formats, including electronic communication, without fear of violation of privacy, and to express views in social media without fear of administrative retaliation.

AS-3199-14/FA: Non-Tenure Track Faculty and Shared Governance in the California State University: This resolution encourages campus senates to accord the status of faculty to all full and part-time lecturers, coaches, and non-tenure track counselors and librarians in their constitutions. It also endorses the January 2013 AAUP policy statement on "The Inclusion in Governance of Faculty Members Holding Contingent Appointments.

The full text of all resolutions should be available shortly on the ASCSU website at: <http://calstate.edu/AcadSen/Records/Resolutions/> .

CSUSM DEGREE PROPOSAL
Check List

Please confirm (✓) that the following are included in the degree proposal:

1. _____ All signature lines are completed

2. _____ The total number of units required for graduation is specified (not just the total for the major):

_____ a proposed bachelor's program requires no fewer than 120 semester units

_____ any proposed bachelor's degree program with requirements exceeding 120 units must provide a justification for the excess units

3. _____ Please specify the total number of prerequisite units required for the major.
Note: The prerequisites must be included in the total program unit count.

List all courses and unit counts that are prerequisite to the major:

4. _____ Title 5 minimum requirements for bachelor's degree have been met, including:

_____ minimum number of units in major (BA 24 semester units), (BS 36 semester units)

_____ minimum number of units in upper-division (BA 12 semester units), (BS 18 semester units)

5. _____ Title 5 requirements for proposed master's degree have been met, including:

_____ minimum of 30 semester units of approved graduate work are required

_____ no more than 50% of required units are organized primarily for undergraduate students

_____ maximum of 6 semester units are allowed for thesis or project

_____ Title 5 requirements for master's degree culminating experience are clearly explained.

_____ for graduate programs, at least five-full time faculty with terminal degrees in appropriate disciplines are on staff.

6. _____ College Dean's report/memo

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 as well as statement on budget plan.

7. _____ Library Dean's report/memo

Statement from the Dean of the Library that indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

8. _____ IITS Dean's report/memo

Statement from the Dean of IITS which indicates any necessary technology resources necessary for the implementation of the program. Indicate the commitment of the campus to purchase these additional resources.

9. _____ For state-support programs:

_____ Revenue and Enrollment Projections (include Anticipated Costs and Revenues spreadsheets)

10. _____ For self-support programs:

_____ specification of how all required EO 1099 criteria are met

_____ the proposed program does not replace existing state-support courses or programs

_____ explanation of why state funds are either inappropriate or unavailable

_____ a cost-recovery program budget is included*

_____ student per-unit cost is specified

_____ total cost for student to complete the program is specified

* Cost Recovery Budget Elements

- Revenue and Enrollment Projections (include Anticipated Costs and Revenues spreadsheets)

92	• Direct Expenses
93	Instructional and Operational Costs
94	
95	• Indirect Expenses
96	Campus partners
97	Campus reimbursement general fund
98	Extended Education overhead
99	Chancellor's Office overhead
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101	• Reinvestment funds for program development
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"Tips" for Completing a Successful Program Proposal
~ Revised November 2014~

These **"Tips"** are designed to assist campuses as they prepare proposals for both internal campus and Chancellor's Office review and approval. They are meant to clarify areas from the CSU Degree Program Proposal Template that may need additional explanation. They are also meant to provide examples of response formats to guide proposal writers. If the suggestions are followed, the likelihood of receiving a positive outcome is greatly enhanced.

The **"Tips"** below address **items 3 through 9** in the Proposal Template, as these areas generally require more detailed and/or more complex responses. All **"Tips"** are *italicized* and directly relate to the prompt indicated. Please note that some prompts in the template do not have **"Tips."** This is generally because the prompt itself is self-explanatory. However, if additional clarification is needed to complete any of the sections, please do not hesitate to contact the office of Academic Programs and Faculty Development at the Chancellor's Office for assistance.

3. Program Overview and Rationale

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission or institutional learning outcomes, and a justification for offering the program at this time. A comprehensive rationale also explains the relationship between the program philosophy, curricular design, target population, and any distinctive pedagogical methods.

The first sentence should describe the proposed program clearly and succinctly. The description will address the nature of the program itself and include its purpose and strengths. For example, "This program is designed to . . ." or "The purpose of this program is to . . ." Focus on describing content knowledge. While in this program, what program and learning outcomes can a student expect to achieve? What unique features does this program have that will draw candidates to apply and ultimately enroll? Overall, at the end of the program, what knowledge, skills, and dispositions will graduates possess when they graduate from the program?

The rationale also requires a statement of how the program fits with the institutional mission or institutional learning outcomes. Simply stating "This program fits with the institutional mission" is not sufficient. Instead, state the actual mission statement or expected outcomes of the institution and describe in several sentences how the program fits, complements, augments, or extends the mission. Then, provide a justification for offering the program at this time. The justification is critical as it forms the basis of the argument for requesting approval to offer the proposed program.

- 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).

In three separate sections 1) provide the proposed catalog description (the copy prospective candidates will view), 2) all degree requirements (including prerequisites), including catalog number, course title, and number of units, and 3) admission requirements/criteria.

4. Curriculum

- a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

Describe outcomes (also sometimes known as goals) for the 1) institution, 2) program, and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as program graduates. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measureable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.

(WASC 2013 CFR: 1.1, 1.2, 2.3)

Institutional learning outcomes (ILOs) typically highlight the knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. ILOs are stated very broadly and generally reflect the overall philosophy of the institution; they communicate the fundamental values the university intends to transmit.

ILOs are usually constructed by university committees or task forces. They are also sometimes called university goals, mission, or values statements. However, for purposes of degree program proposals, the Chancellor's Office is aligning all language to match WASC assessment language, which uses institutional learning outcomes, ILOs.

It is beneficial to examine ILOs at the beginning of the program development process to make sure program and student learning outcomes will be progressively more narrow extensions of the university outcomes.

Examples of institutional learning outcomes (ILOs):

Graduates of CSUEB will be able to:

- think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;
- communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
- apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;
- work collaboratively and respectfully as members and leaders of diverse teams and communities;
- act responsibly and sustainably at local, national, and global levels;
- demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study

Program learning outcomes (PLOs - sometimes also known as goals or objectives), describe the significant and essential learnings students will master and reliably demonstrate. They explain what program graduates will know upon program completion. Program learning outcomes are broadly stated, but should not be so broad as to be considered grandiose or unreasonable; there may be one overarching outcome or between five and seven for one program. Program learning outcomes are natural and connected outgrowths of the institutional level learning outcomes. More than seven program outcomes tend to be unwieldy and difficult to assess adequately. Program outcomes are best written with a strong focus on describing the characteristics of an ideal program graduate.

Example of program learning outcomes:

(integrating several ILOs from CSUEB sample in “a” above)

Biological Science program graduates will:

- 1) acquire and combine their general education skills with a rich body of relevant biological sciences knowledge and information to solve scientific complex problems and challenges,

- 2) apply and integrate the scientific method in field, lab, or research settings through critical analysis, problem solving, and collaborative communication techniques,
- 3) advocate for biological sciences equity and social justice in diverse and multicultural local, national and global contexts

Student learning outcomes (SLOs) have become the standard in program development as a result of research in educational and pedagogical theory. Student learning outcomes clearly state the specific and measurable knowledge, skills, and/or behaviors that display and verify learning has occurred. Key characteristics of student learning outcomes include 1) clarity, 2) specificity, (this means they are worded with active verbs stating observable behaviors) and, 3) measurability. Every student learning outcome should be directly aligned with and related to one or more program learning outcomes. Overall, learning outcomes are clear and assessable statements that define what a student is able to do after completing all program coursework.

Program learning outcomes describe the ideal overall graduate. SLOs explicitly state the behaviors a student will observably and measurably exhibit to become the ideal graduate.

Constructing Student Learning Outcomes (SLOs): Using Bloom's Taxonomy of Educational Objectives is an extremely useful tool for creating meaningful student learning outcomes. The chart below indicates the level of performance using the Taxonomy. Effective programs utilize all levels of the taxonomy with the majority of cognitive outcomes focused on levels 4, 5, and 6 for both undergraduate and graduate program. For graduate programs, it is especially important to have a higher concentration of outcomes constructed at the top three levels.

<i><u>Bloom's Taxonomy Levels (lowest to highest levels of learning)</u></i>
<i>1. Knowledge: To know and remember</i>
<i>2. Comprehension: To understand, interpret, and compare</i>
<i>3. Application: To apply knowledge</i>
<i>4. Analysis: To identify parts and relationships</i>
<i>5. Synthesis: To create something new from parts</i>
<i>6. Evaluation: To judge and assess quality</i>

Examples of Student Learning Outcomes:

The examples listed below have been developed using various levels of Bloom's Taxonomy of Educational Objectives and applied to various disciplines (adapted from Stanford University, Assessment website):

171
172 **Physical and Biological Sciences:**

- 173 • *Using at least three large sets of scientific data related to specific areas*
174 *of scientific interest (e.g. cell, behavioral, molecular biology, genetics,*
175 *etc.), students will analyze and synthesize the data to solve a scientific*
176 *problem.*
177 • *Students will design and conduct a scientific experiment using the*
178 *scientific method and report the findings.*
179 • *Students will analyze and evaluate multiple perspectives and*
180 *interpretations associated with various biological science theories and*
181 *defend or refute their merits.*
182

183 **Languages and Literature:**

- 184 • *Using critical terms and appropriate methodology, students will*
185 *complete a literary analysis following the conventions of standard*
186 *written English.*
187 • *French students will make an oral presentation with suitable accuracy in*
188 *pronunciation, vocabulary, and language fluency.*
189 • *French students will accurately read and translate multiple French text*
190 *passages.*
191

192 **Mathematics:**

- 193 • *Students will apply algorithmic techniques to solve problems and obtain*
194 *valid solutions.*
195 • *Students will evaluate and judge the reasonableness of obtained*
196 *solutions and defend their position.*
197

198 **Humanities and Fine Arts:**

- 199 • *Using various industry standard protocols, students will analyze and*
200 *critique works of art and visual objects and render their conclusions.*
201 • *Students will identify musical elements, take them down at dictation, and*
202 *perform them by sight.*
203 • *Students will communicate both orally and verbally about music of all*
204 *genres and styles in a clear and articulate manner.*
205

206 **Social Sciences:**

- 207 • *Students will test hypotheses and draw correct inferences using both*
208 *quantitative and qualitative analysis.*
209 • *Students will evaluate theory and critique research within the discipline*
210 *and defend their positions.*
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212 **Business**

- 213 • *Students will work in groups and display professional business standards*
214 *dispositions as part of an effective team.*
215 • *Students will recognize and accurately diagnose accounting problems.*

(Sample student learning outcomes are adapted and augmented from the Stanford University assessment support website and Fresno City College Student Learning Outcome Handbook)
www.stanford.edu/dept/pres-provost/irds/assessment/downloads/CLO.pdf

Each of the above examples use action verbs to indicate what the student must observably exhibit. Each outcome must be measurable.

The table below provides some examples of verbs to consider when constructing student learning outcomes at each level of Bloom's Taxonomy.

Sample action verbs at each level of Bloom's Taxonomy to assist in creating observable and assessable program Student Learning Outcomes	
<i>Knowledge</i>	<i>define, describe, identify, outline, select</i>
<i>Comprehension</i>	<i>classify, discuss, distinguish, estimate, infer, summarize</i>
<i>Application</i>	<i>apply, compute, illustrate, interpret, prepare, solve, write</i>
<i>Analysis</i>	<i>analyze, compare, contrast, criticize, differentiate, model</i>
<i>Synthesis</i>	<i>categorize, construct, design, generalize, reconstruct, synthesize</i>
<i>Evaluation</i>	<i>appraise, argue, defend, evaluate, judge, justify, interpret, support</i>

The verbs listed above represent just a fraction of those contained at each level. There are many online examples with expanded lists of appropriate verbs. Program Proposal writers are encouraged to seek more examples directly online for more information.

Additional Possible resources:

Anderson, L.W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths J., & Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives*. New York: Longman.

Bloom, B. S. (1984). *Taxonomy of educational objectives book 1: Cognitive domain*. Boston, MA: Addison-Wesley.

Davis, J. R., & Arend, B. D. (2013). *Seven ways of learning: A resource for more purposeful, effective, and enjoyable college teaching*. Sterling, VA: Stylus Publishing.

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to Designing College Courses*. San Francisco: Jossey-Bass.

Marzano, R. J. & Kendall, J. S. (2006). *The new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press.

Please note: Some of the information required in “a” above can be answered using the information required in the tables in “b” below.

WASC 2013 definition of “outcome”:

A concise statement of what the student should know or be able to do. Well-articulated learning outcomes describe how a student can demonstrate the desired outcome; verbs such as “understand” or “appreciate” are avoided in favor of observable actions, e.g., “identify,” “analyze.” Learning outcomes can be formulated for different levels of aggregation and analysis. Student learning outcomes are commonly abbreviated as SLOs, course learning outcomes as CLOs, program learning outcomes as PLOs, and institution-level outcomes as ILOs. Other outcomes may address access, retention and graduation, and other indicators aligned with institutional mission and goals (WASC, 2013, Handbook of Accreditation, p. 51).

b. These program proposal elements are required:

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

Include plans for assessing institutional, program, and student learning outcomes. Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including strategies and tools to assess student learning outcomes, (directly related to overall institutional and program learning outcomes).

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “Introduced,” “Developed,” and “Mastered” insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule.

(WASC 2013 CFR: 2.4, 2.5, 2.6, 2.7)

1. Comprehensive Assessment Plan

The comprehensive assessment plan should identify a) institutional learning outcomes (or goals), b) overarching program learning outcomes, c) corresponding student learning outcomes, d) courses where student learning

293 *outcomes are assessed, e) assessment activities, f) suggested assessment tools -*
294 *what type of tool will be used to score/evaluate the activity, g) assessment*
295 *schedule - how often the SLOs will be assessed, h) how the assessment*
296 *data/findings will be reported, i) designated personnel to collect, analyze, and*
297 *interpret student learning outcome data, j) program data/findings*
298 *dissemination schedule, k) anticipated strategies on how outcome data will be*
299 *used to “close the loop.”*

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301 *Charts, tables, and/or diagrams are always helpful. The example below offers a*
302 *BASIC format only, yet provides a sequential and developmental picture of*
303 *every component in the assessment plan. Graphically displaying ILOs, PLOs and*
304 *SLOs on a matrix effectively shows the unifying thread between all outcome*
305 *levels. Showing a direct line relationship between outcome levels also*
306 *demonstrates how SLOs are linked to the general overall operation of the*
307 *campus. Proposal writers are encouraged to experiment in order to display*
308 *evidence as clearly and creatively as possible.*
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Sample Template: Comprehensive Assessment Plan

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i>	<i>Courses (Where SLOs are assessed)</i>	<i>Assessment activities (to measure each SLO)</i>	<i>Suggested assessment tools</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How will data/findings be reported?</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/findings dissemination schedule</i>	<i>Anticipated closing the loop strategies</i>

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*Examples of Assessment Activities: Quiz, final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

**Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), checklists, etc.

***Examples of ways to report assessment data: As percentages of all who “passed” at the 70% level; number/percentage of those scoring above 4.0/5.0 on an assignment assessment rubric; number/percentage who scored at a designated level according to a standard rubric; instructor observational narrative, analysis, and report. Other examples?

These examples provide only a sampling of the many ways student learning outcomes can be assessed. Assessments should be directly related to the outcome desired, easily scored, and clearly and succinctly articulated so that students know exactly what is expected of them.

There are no hard and fast rules regarding the number of Program Learning Outcomes. However too many become difficult to manage and track. The best assessment plans and the data produced should be meaningful, manageable, and measurable.

It is expected that assessments will be refined or changed as a program develops and matures. It is also understood that SLOs can be assessed in several courses. In graduate degree programs, if an assessment to measure a program SLO occurs outside of a course setting, (ie. Comprehensive exam or exam through an outside accrediting agency), please indicate. This matrix is designed to provide a starting point in the program/student outcome assessment process.

2. Curriculum Mapping Matrix - Evidence of where the content related to the learning outcomes is Introduced, Developed, and Mastered in required courses.

Below are two sample matrices/templates showing the relationship between required program courses, student learning outcomes, and where program content related to each outcome is Introduced, Developed, and Mastered.

Curriculum Mapping Matrix (Sample #1)
(Where are SLOs Introduced, Developed, and Mastered)?

	COURSE # XXX	COURSE # XXX	COURSE # XXX	COURSE # XXX	COURSE # XXX
SLO 1					
SLO 2					
SLO 3					
SLO 4					
SLO 5					
SLO 6					
SLO 7					

Place an I, D, or M in each cell above to indicate where the program content is Introduced, Developed, and/or Mastered. It is understood that there will be many more courses than indicated here in the sample table. Please make sure to include all program required courses (including actual course numbers/designations) on the matrix and indicate I, D, or M for each Student Learning Outcome.

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Curriculum Mapping Matrix (Sample #2)
(Where are SLOs Introduced, Developed, and Mastered)?

Program: _____ Date: _____
Campus: _____

UNITS	Course Number and Title	Student Learning Outcomes						
		a	b	c	d	e	f	g

ETC.

I = Introduced
M = Mastered
D = Developed

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Student learning outcomes state the specific and measureable knowledge, skills, and/or behaviors that display and verify learning has occurred:

Student learning outcomes:

- a.
- b.
- c.
- d.
- e.
- f.
- g.

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Curriculum Mapping Matrix (sample #3)
XXXX Program

Required Courses	SLO #1:	SLO #2:	SLO #3:	SLO #4:	SLO #5:	SLO #6:	SLO #7:
	Aligns with and measure s:	Aligns with and measure s:	Aligns with and measure s:	Aligns with and measure s:	Aligns with and measure s:	Aligns with and measure s:	Aligns with and measure s:
	PLO #:	PLO #:	PLO #:	PLO #:	PLO #:	PLO #:	PLO #:
	ILO #:	ILO #:	ILO #:	ILO #:	ILO #:	ILO #:	ILO #:

388 Place the appropriate symbols (found below) on the matrix to indicate where program
389 content related to the outcome is introduced, developed, or mastered. Use a ^ to indicate
390 the course where the SLO is assessed.
391

I	= Introduced
D	= Developed & Practiced with Feedback
M	= Demonstrated at the Mastery Level Appropriate for Graduation
^	= Denotes where the signature assignment is given
*	= Outcome is introduced in a prerequisite course

392 List the student learning outcomes (SLOs):
393 1.
394 2.
395 3.
396 etc.
397 List the program learning outcomes (PLOs):
398 1.
399 2.
400 3.
401 etc.
402 List the institutional learning outcomes (ILOs):
403 1.

404 2.
405 3.
406 etc.
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409 c. Indicate total number of units required for graduation
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411 *Please indicate the total number of units proposed for the program and indicate*
412 *whether they are semester or quarter units.*
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- 414 d. Include a justification for any baccalaureate program that requires more than
415 120-semester units or 180-quarter units. Programs proposed at more than 120
416 semester units will have to provide either a Title 5 justification for the higher
417 units or a campus-approved request for an exception to the Title 5 unit limit for
418 this kind of baccalaureate program.
419

420 *Every attempt should be made to design the curriculum efficiently to meet the Title*
421 *5 requirement limiting program units to 120/180. This could involve program*
422 *learning outcome revisions, extensive curriculum content analysis, or a re-*
423 *examination and realignment with accreditation agency required outcomes, for*
424 *example.*
425

- 426 e. If any formal options, concentrations, or special emphases are planned under the
427 proposed major, identify and list the required courses. Optional: You may
428 propose a CSU degree program code and CIP code for each concentration that
429 you would like to report separately from the major program.
430

- 431 f. List all requirements for graduation, including electives, for the proposed degree
432 program, specifying course catalog numbers, course titles, total units required
433 for completion of the degree, major requirements, electives, and prerequisites or
434 co-requisites (ensuring there are no “hidden prerequisites that would drive the
435 total units required to graduate beyond the total reported in 4c above). Include
436 proposed catalog descriptions of all new courses.
437

438 (WASC 2013 CFR: 2.1, 2.2)
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440 *This information is best presented in a table format with multiple columns so that*
441 *the exact courses required to complete this degree are clearly presented and easy*
442 *to read. Be sure to include the complete title of the course along with the other*
443 *required information.*
444

*For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

<i>Required Courses for Graduation</i>						
<i>Catalog #</i>	<i>Title</i>	<i>Units</i>	<i>Major Reqmt.? (Y/N)</i>	<i>Pre Req. or Co Req.? (Y/N)</i>	<i>Elective (Y/N) (For grad progra ms only, G or UG)</i>	<i>New Course (Y/N)</i>
<i>Total Units Required for Degree Completion</i>						
<i>Catalog Description of All New Courses:</i>						

- g. List any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate-level or undergraduate-level.

New course information should match the information presented in "f" above. Only a list of the new courses and the proposed catalog descriptions are required for this section.

- h. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

(WASC 2013 CFR: 2.2b)

In table format, list the courses to be offered each year of the program. Indicate in which semester or quarter the courses will be offered and who might teach the course.

- 468
469 i. For master's degree proposals, include evidence that program requirements
470 conform to the minimum requirements for the culminating experience, as
471 specified in Section 40510 of Title 5 of the California Code of Regulations.
472

473 *Title 5 states that all master's degree programs must have a culminating*
474 *experience. Programs can include any one of the following three options: 1) a*
475 *thesis, 2) a project, or 3) comprehensive examination. Be sure to indicate which type*
476 *of culminating experience will be required. If a thesis or project, sufficient narrative*
477 *should address the research skills required to meet the culminating experience*
478 *requirements.*
479

- 480 j. For master's degree proposals, cite the corresponding bachelor's program and
481 specify whether it is (a) subject to accreditation and (b) currently accredited.
482

483 (WASC 2013 CFR: 2.2b)
484

- 485 k. For graduate degree programs, specify admission criteria, including any
486 prerequisite coursework.
487

488 *List all admission criteria to the program as well as any prerequisites that must be*
489 *completed before formal acceptance into the program. The criteria should match*
490 *the catalog description in 3b above.*
491

- 492 l. For graduate degree programs, specify criteria for student continuation in the
493 program.
494

495 *Describe the academic criteria that must be met in order for a student to remain in*
496 *the program.*
497

- 498 m. For undergraduate programs, specify planned provisions for articulation of the
499 proposed major with community college programs.
500

- 501 n. Describe advising "roadmaps" that have been developed for the major.
502

503 *For this section, a table or chart providing several options for students to follow*
504 *that include which classes to take and when to take them for all years while*
505 *enrolled in the program is helpful. This will assist students to stay on track to*
506 *graduate in a timely manner.*
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Example:

Program Name - Advising Roadmap - Recommended Course Sequence					
Freshman Year (xx units)					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
Sophomore Year (xx units)					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
Junior Year (xx units)					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
Senior Year (xx units)					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
	<i>Total:</i>		<i>Total:</i>		<i>Total:</i>
				<i>Total Units:</i>	

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- o. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

(WASC 2013 CFR: 1.8)

Accreditation Note:

Master's degree program proposals

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

Fast-track proposals

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

5. Need for the Proposed Degree Major Program

- a. List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

Please provide a list of at least three other CSU campuses currently offering or planning to offer the same degree major program. Provide a list of at least three other public (outside the CSU system) or private institutions in the immediate vicinity also offering the program. If there are no programs offering the same program or if less than three, please indicate.

- b. Describe differences between the proposed program and programs listed in Section 5a above.

The most efficient way to respond to this prompt is to make a side-by-side comparison of courses offered in the proposed program against those offered in the other programs listed in 5a above. Highlight those courses in the proposed program that are different from the others. Add a brief narrative, if needed, to further explain how the proposed program differs.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

Investigate if there are other programs on the campus offered via any format (self support, online, program in other departments, etc.) that are similar in content and/or purpose to the proposed program. Make a side-by-side comparison chart of the courses in each.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

List all who participated in the planning/development of the program and their professional credentials.

- e. Provide applicable workforce demand projections and other relevant data.

In order to respond to this prompt, use government statistics or other credible evidence to show the demand for graduates trained in the curricula offered in this program. The key to completing this section successfully is the strength and the type of evidence provided.

Note: Data Sources for Demonstrating Evidence of Need

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

[US Department of Labor, Bureau of Labor Statistics](#)

[California Labor Market Information](#)

[Labor Forecast](#)

6. Student Demand

- a. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

The evidence of student interest must be specific and compelling. Please include as many pieces of solid evidence as possible that students will indeed enroll in the program. Student petitions gathered over several semesters, prospective candidate surveys, employment forecasts from reputable agencies, and increased enrollments over time in the related field at feeder institutions are just a few examples of strong and compelling evidence.

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

When responding to this prompt, possible diversity categories could include race, ethnicity, social class, gender, sexual orientation, disability/exceptionality, second language/linguistics, culture, economics, philosophy, religion, and politics.

- c. For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.
- d. Professional uses of the proposed degree program.

Include a description of how a graduate of the program will be able to use the degree in the professional world. What specific jobs or employment opportunities will be available for possible employment?

- e. Specify 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.

7. Existing Support Resources for the Proposed Degree Major 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 report/memo signed by the college Dean should be attached to the proposal assuring that such consultation has taken place and should state the following:

- Faculty resources, including support for any new hires (full-time faculty and adjunct) noted in 7a and 8a.
 - Facility resources, including any new or renovated facility needs noted in 7b and 8b.
 - For stateside funded programs, attach Anticipated Revenue and Cost spreadsheets and explain how start-up funds for the program and any deficits will be handled.
- 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, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

Please provide a complete listing of all proposed faculty who would teach in the program. Be sure to provide information addressing all areas requested.

- b. Describe facilities that would be used in support of the proposed program.

If existing space and facilities will be used to support the program, include a brief description of the type of space and facilities that will be utilized. This might include a listing of the number and types of classrooms, labs, or off campus facilities.

- c. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

The library should provide a report/memo on the resources currently available to support the program. This might include counts and holdings of hard copies of

books and periodicals and also a listing of the appropriate data bases and online resources that are held by the library to support the program.

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

Provide a listing of the applicable technology, equipment and any other materials utilized to support the program. Depending on the discipline, examples might include computer labs (including iPads, other tablets, Smartphones, software simulations, etc.), distance learning technology, digital production equipment, etc.

8. Additional Support Resources Required

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

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

If new positions will be needed to offer this program, provide a cogent argument why the position is needed. Justify the reasons, which might include accreditation requirements, retirements, specialized skills, etc. The support from the responsible administrator will be a key factor in determining the strength of the argument.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

As in "a" above, a cogent argument will be needed to justify a request for additional space requiring additional financial resources. Written support from the responsible administrator will strengthen this request.

- c. Include a report written in consultation with the campus librarian, which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

9. Self-Support Programs

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

In order to meet this requirement, self-support programs are generally offered in the evenings or on weekends. They can also be offered at off-site facilities with approvals from the appropriate off-site administrator.

- b. Explain how state-support funding is either unavailable or inappropriate.

Simply stating state-support funds are not available is not sufficient. Compelling evidence, such as a statement from the responsible administrator or other forms of documentation, is needed. An example of inappropriate use of state general fund appropriations would include courses or programs delivered primarily out of state.

- c. Explain how the program is different, in one or more of the following ways, from state-supported campus offerings operating on campus:

- i. Primarily designed for career enrichment or retraining
- ii. Program location is significantly removed from state-supported campus facilities
- iii. The program client group receives educational or other services at a cost beyond what could be reasonably provided under state support.

- d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the checklist found earlier in this document).

Successful proposals include a detailed budget addressing each element in the self-support program proposal budget checklist. It is important to clearly identify all sources of revenue and all anticipated expenditures. The budget must provide documentation the program will be sustainable over several years and that expected revenue will not exceed programs costs. An Excel budget spreadsheet is an excellent tool to present budget data.

CSU San Marcos Degree Program Proposal Template¹

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

- a. State-Support
- b. [Self-Support](#)
- c. Delivery Type: Fully face to face, full online, or hybrid program
- d. [Fast Track](#) (bachelor's or master's only; not already on campus academic plan)
- e. [Pilot](#) (bachelor's or master's only; not already on campus academic plan; please also see policy on proposing pilot programs)
- f. [Pilot Conversion](#) (please also see policy on converting pilot programs)
- g. New Program
- h. 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.²
- d. Term and academic year of intended implementation (e.g. Fall 2016).
- e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.
- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.
- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

¹ 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.

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

- h. 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.
- i. Any other campus approval documents that may apply (e.g. curriculum committee approvals).³ The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.
- j. Please specify whether this proposed program is subject to WASC Substantive Change review.⁴

k. **Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Code**⁵

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, 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. Provide 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. A comprehensive rationale also explains the relationship between the program philosophy, design, target population, and any distinctive pedagogical methods.
- b. Provide the 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).⁶

4. Curriculum (These requirements conform to the revised 2013 WASC Handbook of Accreditation)

- a. These program proposal elements are required:

³ 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 Academic Programs as a response for this item.

⁴ 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 Academic Programs.

⁵ Contact Academic Programs for assistance in proposing CIP and Program (formerly HEGIS) codes.

⁶ Use the format found in the most recent General Catalog.

- Institutional learning outcomes (ILOs)⁷
- Program learning outcomes (PLOs)⁷
- Student learning outcomes (SLOs)⁷

Describe outcomes (also sometimes known as goals) for the 1) institution, 2) program, and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as program graduates. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measureable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.⁷

(WASC 2013 CFR: 1.1, 1.2, 2.3)

b. These program proposal elements are required:

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

Include plans for assessing institutional, program, and student learning outcomes. Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including strategies and tools to assess student learning outcomes, (directly related to overall institutional and program learning outcomes). Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.⁷

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “Introduced,” “Developed,” and “Mastered” insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule.

c. Indicate total number of units required for graduation.

- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.
- e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program
- f. List all requirements for graduation, including electives, for the proposed degree program, specifying course catalog numbers, course titles, total units required for completion of the degree, major requirements, electives, and prerequisites or co-requisites (ensuring there are no “hidden prerequisites that would drive the total units required to graduate beyond the total

⁷ See “Tips” Section.

reported in 4c above). Include proposed catalog descriptions of all new courses. (WASC 2013 CFR: 2.1, 2.2)

- g. 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.
- h. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments. (WASC 2013 CFR: 2.1, 2.2)
- i. 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.⁸
- j. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited. (WASC 2013 CFR: 2.2b)

For graduate degree programs, specify admission criteria, including any prerequisite coursework.⁹ (WASC 2013 CFR: 2.2b)
- k. For graduate degree programs, specify criteria for student continuation in the program¹⁰
- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.
- m. Describe advising "roadmaps" that have been developed for the major.¹¹
- n. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process). (WASC 2013 CFR: 1.8)

Accreditation Note:

Master's degree program proposals

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

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed

⁸ Contact Graduate Studies for assistance in making certain that the program conforms to CSU requirements for a master's program.

⁹ 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.

¹⁰ 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.

¹¹ Contact the Office of First Year Programs for assistance in developing detailed graduation road maps for the first two years of study.

program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

5. **Societal and Public Need for the Proposed Degree Major Program**

- a. List 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.¹²
- b. **Describe** 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. **Describe** community participation, if any, in the planning process. This may include prospective employers of graduates.
- e. **Provide** applicable workforce demand projections and other relevant data.¹³

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**

- a. **Provide** compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.¹⁴
- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

¹² Contact Academic Programs for a list of other CSU campuses offering related programs.

¹³ 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>

¹⁴ 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.

- c. For master's degree proposals, **cite** the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.¹⁵
- d. **Describe** professional uses of the proposed degree program.
- e. **Specify** the expected number of majors in the year of initiation and three years and five years thereafter. **Specify** the expected number of graduates in the year of initiation, and three years and five years thereafter.¹⁶

7. Existing Support Resources for the Proposed Degree Major 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. **List** faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. 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. **Describe** facilities that would be used in support of the proposed program.
- c. **Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources**¹⁷
- d. **Describe** existing academic technology, equipment, and other specialized materials¹⁸

8. Additional Support Resources Required

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

- a. **Describe** additional faculty or staff support positions needed to implement the proposed program.¹⁹
- b. **Describe** the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that

¹⁵ Contact Enrollment Management Services for these data.

¹⁶ Contact Academic Programs for assistance in estimating the number of majors and graduates.

¹⁷ Contact the Library for this report.

¹⁸ 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.

¹⁹ Include additional faculty lines needed to support the course offerings indicated in 4.h and 4.m. Indicate whether any external funds are expected to support faculty lines.

will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).²⁰

- c. Include a report written in consultation with the campus librarian, which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.²¹
- f. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.²²

9. Self-Support Programs

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.²³
- b. Explain how state-support funding is either unavailable or inappropriate.
- c. Explain how the program is different, in one or more of the following ways, from state-supported campus offerings operating on campus:
 - i. Primarily designed for career enrichment or retraining
 - ii. Program location is significantly removed from state-supported campus facilities
 - iii. The program client group receives educational or other services at a cost beyond what could be reasonably provided under state support.
- d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document).

²⁰ 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.

²¹ This should follow directly from the Library report in 7.c.

²² 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.

²³ Pursuant to Executive order 1099, "Self-supporting special sessions shall not supplant regular course offerings available on a non self-supporting basis during the regular academic year (Education Coder section 89708)."

DRAFT

Date: October 15, 2014
Submitted by: Pat Stall and Sue Moineau
Re: Opposition to Suspension of the Physical Education Option in Kinesiology

As per the Academic Program Discontinuance Policy (APC353-09) when there is an objection to a recommendation to discontinue or suspend an academic program, an Ad-Hoc Viability Review Committee is formed to “conduct a special program review focused on issues related to potential discontinuance or enrollment suspension.” The charge of the committee is to review data and supporting documentation and to make a recommendation back to UCC and BLP.

As per the Program Discontinuation or Suspension Policy, Ad-Hoc Program Viability Review Committee consisted of:

Sue Moineau, UCC Chair
Pat Stall, BLP Chair
Linda Shaw, PAC Chair
Paul Stuhr, KIN faculty member
Jeff Nessler, KIN Department Chair
Janet Powell, Dean COEHHS

The Ad Hoc Committee met three times on September 10, September 24 and October 22, 2014.

Following is a brief summary of the discussion and findings.

Due to the market-driven nature of education, there has been a decline in demand and enrollment for the Physical Education Option. In Fall 2009, there were 29 students out of 475 Kinesiology majors (6.1%) electing the PE Option. In Spring 2014, this figured dropped to 10 students out of 328 (3.0%). This decline mirrors the overall decline in employment in recent years in the education field. The significantly reduced demand for courses in the PE option, coupled with the increased demand for other options, resulted in a proposed suspension of the PE option. In the course of the conversation, the committee discovered other reasons for the suspension request, beyond quantitative measures, which are directly related to priorities of the department.

There was a consensus of opinion that the Physical Education Option is a program of high quality. Opposition to the suspension of the program focused on the importance of meeting community and societal needs for healthy living, reducing childhood obesity, and the critical role that Physical Education teachers play in that effort. Additionally, opposition was predicated on the regions need to comply with California Education Code in regard to the required physical education minutes and assessment practices teaches are required to follow in K-12 schools. The Kinesiology department at CSUSM will no longer offer physical education subject matter preparation for undergraduates interested in pursuing this field. To the best of our knowledge, there will be no institute of higher education in San Diego County where an individual can receive subject matter preparation in the field of physical education. Other programs in the area have been suspended for similar reasons.

In the end, all parties agreed, some with reluctance, to uphold the suspension. Due to the high quality of the PE option and the societal needs for healthy living, we recommend that the department continue to discuss and implement ways in which other options include PE focused courses. This might entail some revision in courses as well as in the organization of options. We also recommend that the PE faculty continue to monitor employment demand in the field (particularly in CSUSM’s service area) and student demand to ascertain a point when the program might be reinstated.

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Finally, the committee recommends that the required P-2 form for program suspension be submitted and placed ahead of other curriculum forms in the queue so that the department can make catalogue changes and advise students accordingly.