

***Guidelines for Approving New Degree Programs, Credential Programs, Concentrations, Minors, and Certificates at Cal Poly Humboldt***

***Introduction***

The Academic Planning and Program (APP) subcommittee of the Integrated Curriculum Committee (ICC) is working to maintain curricular guidelines for degree programs (bachelor's degrees, credentials, and master's degrees), concentrations, minors, and certificates, that align with campus, CSU, WSCUC policies and requirements as well as state laws. When proposing a new curriculum, faculty should use this document as a guide and follow all steps and deadlines included.

***Getting Started***

Proposals for Interdisciplinary Programs must follow the [Interdisciplinary Program Guidelines](#) while preparing the program proposal in accordance with the respective proposal guidelines below.

**Definitions:**

Minor: A course of study designed to emphasize a disciplinary or multidisciplinary specialty, or area of special interest. Available to matriculated students only.

Certificate: A cohesive course of study designed to provide students with training focused to enhance their professional/career opportunities. Available to matriculated and non-matriculated students.

Concentration: A focus within a major program that is less than half of the units in a major program that appears on a student transcript.

Blended Program: A specifically planned program of coursework that will allow students to complete requirements for an undergraduate and graduate program simultaneously.

Bachelor's Degree: Undergraduate level degree granting program of study.

Master's Degree: Graduate level degree granting program of study.

The curriculum being proposed is a new:

Certificate

Minor

Concentration

Blended Program  
(MA/S with a BA/S)

Bachelor's, Master's or  
Credential



[Start Here](#)

[Start Here](#)

[Start Here](#)

[Start Here](#)

Are you elevating a  
concentration to a  
stand alone degree?

Yes

No



[Start Here](#)

[Start Here](#)

## ***New Certificate***

Certificates can be offered in state-support or self-support (through CEEGE) depending on the goals and target audience of the certificate. Certificates can be either for academic credit (i.e. all classes are listed in the catalog) or non-academic certificates.

- Self-support certificates can be either academic or non-academic. Certificates that are not intended to be academic credit-bearing (i.e., students will not receive college credit for taking the course(s)) can be developed in consultation with CEEGE and do not need to complete step two. If proposers want an academic certificate available to matriculated students that is self support, the guidelines below must be followed.
- All state- support certificates must complete the review process outlined below.

### **Step One: Initial Planning and Communication**

Initial planning for a new certificate program begins with conversations with departmental faculty (this should include faculty in any departments that have similar expertise and/or efforts), dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE). It is the responsibility of the proposing faculty to communicate broadly using the curriculum proposal Google Group, and evidence of consultation will be included as part of the Curriculog proposal as detailed in the [Curriculog Guide](#). No items are required to be submitted to the ICC during the initial planning and communication stage; evidence of consultation will be submitted should the proposal move to step two.

### **Step Two: New Certificate Proposals for Academic Credit Regardless of Support**

The second step includes submission of a New Minor/Certificate Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the certificate, the connection between the certificate and the University mission and values, the campus and societal need for the certificate, the necessary resources to support the certificate, WSCUC Substantive Change Program Screening Form approval, and, finally, the certificate curriculum. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#).

The ICC chair will schedule a time with the program proposers for them to attend the APP meeting and participate in the discussion where the certificate proposal will be reviewed. In addition, notification of the new program proposal will be provided to department chairs and program leads via the ICC chairs by-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the voting agenda for full ICC for review. In the event the certificate proposal includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the

program proposal is moved to the full ICC. The ICC chair will schedule with the proposers the time that the certificate proposal will be reviewed by the full ICC in order for them to participate directly in that discussion. In addition, notification of the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

The ICC will consider the factors listed below in review of these proposals:

**I. That the certificate complies with all criteria in the [Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations](#) (VPAA 21-06)**

**II. COHERENT CURRICULUM**

- A. The certificate has a stated curricular focus and supports the University Purpose/Vision/Core Beliefs and Values.
- B. To ensure that students easily understand the certificate requirements, the curriculum will include all required courses (no hidden prerequisites).
- C. New certificates will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this certificate is similar to or different from existing programs at Cal Poly Humboldt.
- D. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- E. Any courses identified for GEAR areas follow all [GEAR requirements](#).

**III. RESOURCES AND VIABILITY**

- A. The proposal will discuss resources needed for the certificate. A five-year course rotation plan will show what courses will need to be offered for the program.
- B. The proposal will provide evidence of student interest and demand for this new certificate. Where appropriate, the evidence for student interest should also include information about enrollment trends expected in the certificate.
- C. For certificates that are running through CEEGE, an MOU detailing the resources and oversight of the program will be required prior to approval of the proposal in the ICC.

**Timeline**

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote . This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.

Spring 1.5 academic years ahead of registering students in the certificate

Submit New Certificate Proposal in Curriculog by the posted curriculum deadline



Fall one academic year ahead of registering students in the certificate

Work with ICC to finalize the proposal documents; proposal moved through ICC, Senate, and Provost Office



Spring .5 academic years ahead of registering students in the certificate

Certificate coded in Acalog and DARS systems



Fall Semester following coding

Certificate in the catalog and available to students

## ***New Minor***

### **Step One: Initial Planning and Communication**

Initial planning for a new certificate program begins with conversations with departmental faculty (this should include faculty in any departments that have similar expertise and/or efforts), dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE). It is the responsibility of the proposing faculty to communicate broadly using the curriculum proposal Google Group, and evidence of consultation will be included as part of the Curriculog proposal as detailed in the [Curriculog Guide](#). No items are required to be submitted to the ICC during the initial planning and communication stage; evidence of consultation will be submitted should the proposal move to step two.

### **Step Two: New Concentration Proposals**

New minor proposals include submission of a New Minor/Certificate Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the minor, the connection between the minor and the university mission, the campus and societal need for the minor, the necessary resources to support the minor, and, finally, the minor curriculum. For a full description of the items needed as part of Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#).

The ICC chair will schedule a time with the program proposers for them to attend the APP meeting and participate in the discussion where the minor proposal will be reviewed. In addition, notification of the new program proposal will be provided to department chairs and program leads via the ICC chairs by-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the voting agenda for full ICC for review. In the event the minor proposal includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the program proposal is moved to the full ICC (See ICC Bylaws for committee workflow). The ICC chair will schedule with the proposers the time that the minor proposal will be reviewed by the full ICC in order for them to participate directly in that discussion. In addition, notification of the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

The ICC will consider the factors listed below in review of these proposals:

**I. That the minor complies with all criteria in the [Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations \(VPAA 21-06\)](#)**

**II. COHERENT CURRICULUM**

- A. The minor has a stated curricular focus and supports the University Purpose/Vision/Core Beliefs and Values.
- B. To ensure that students easily understand the minor requirements, the curriculum will include all required courses (no hidden prerequisites).
- C. New minors will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this minor is similar to or different from existing programs at Cal Poly Humboldt.
- D. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- E. Any courses identified for GEAR areas follow all [GEAR requirements](#).

**III. RESOURCES AND VIABILITY**

- A. The proposal will discuss resources needed for the minor. A five-year course rotation plan will show what courses will need to be offered for the program. It is encouraged that existing courses be utilized to support minors.
- B. The proposal will provide evidence of student interest and demand for this new minor. Where appropriate, the evidence for student interest should also include information about enrollment trends expected in the minor.

**Timeline**

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote. This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.

*At minimum* Spring 1.5 academic years ahead of registering students in the minor

Submit New Certificate Proposal in Curriculog by the posted curriculum deadline



Fall one academic year ahead of registering students in the minor

Work with ICC to finalize the proposal documents; proposal moved through ICC, Senate, and Provost Office



Spring .5 academic years ahead of registering students in the minor

Certificate coded in Acalog and DARS systems



Fall Semester following coding

Minor in the catalog and available to students



## ***New Concentration***

### **Step One: Initial Planning and Communication**

Initial planning for a new certificate program begins with conversations with departmental faculty (this should include faculty in any departments that have similar expertise and/or efforts), dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE). It is the responsibility of the proposing faculty to communicate broadly using the curriculum proposal Google Group, and evidence of consultation will be included as part of the Curriculog proposal as detailed in the [Curriculog Guide](#). No items are required to be submitted to the ICC during the initial planning and communication stage; evidence of consultation will be submitted should the proposal move to step two.

### **Step Two: New Concentration Proposal**

New concentration proposals include submission of a New Concentration Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the concentration, the connection between the concentration and the campus mission and values, the campus and societal need for the concentration, the necessary resources to support the concentration, and, finally, the concentration curriculum. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#).

The ICC chair will schedule a time with the proposers for them to attend the APP meeting and participate in the discussion where the new concentration proposal will be reviewed. In addition, notification of the new concentration proposal will be provided to department chairs and program leads via the ICC chairs by-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the voting agenda for full ICC for review. In the event the concentration proposal includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the program proposal is moved to the full ICC (See ICC Bylaws for committee workflow). The ICC chair will schedule with the proposers the time that the concentration proposal will be reviewed by the full ICC in order for them to participate directly in that discussion. In addition, notification of the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

The ICC will consider the factors listed below in review of these proposals:

**That the concentration complies will all criteria in the [Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations](#) (VPAA (21-06))**

**I. COHERENT CURRICULUM**

- A. The set of courses required in the concentration is justified with respect to the development of student learning. Duplication of content in proposed and existing courses will be reviewed.
- B. To ensure that students easily understand the degree requirements, the concentration curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
- C. New concentrations will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this concentration is similar to or different from existing programs at Cal Poly Humboldt.
- D. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- E. Any courses identified for GEAR areas follow all [GEAR requirements](#).

**III. RESOURCES AND VIABILITY**

- A. The proposal will discuss resources needed for the new concentration. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.
- B. The proposal will provide evidence of student interest and demand for this new concentration. Undergraduate programs should address both first-time and transfer student interest and demand. Some of the evidence will include comparisons with similar degree programs at comparable institutions and/or predictions of future employment trends.
- C. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.

**Timeline**

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote. This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.

At minimum Spring 1.5 academic years ahead of registering students in the concentration

Submit New Concentration Proposal in Curriculog by the posted curriculum deadline



Fall semester one academic year ahead of registering students in the concentration

Work with ICC to finalize the proposal documents; proposal moved through ICC, Senate, Provost Office, and CO



Spring .5 academic years ahead of registering students in the concentration

Concentration coded in Acalog and DARS systems



Fall Semester

Concentration in the catalog and available to students

## ***New Blended Program Proposal***

New blended programs must include an existing BA/BS and existing MA/MS already offered at Cal Poly Humboldt. Initial planning for a new blended program begins with extensive informal conversations with all interested parties including the departmental faculty, dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE) as appropriate, including any departments that have similar expertise and/or efforts (communication documentation is part of the Curriculog proposal). Departments are encouraged, but not required, to consult the APP at this stage, as well. Consulting the APP is especially encouraged for interdisciplinary program proposals and collaborators, as they are expected to bring all stakeholders into the discussion and planning in the early stages.

New blended program proposals include submission of a New Blended Program Form in the curriculum management system (Curriculog) that describes a coordinated plan to transition the student from undergraduate to graduate status. This plan will be between the academic department(s) that house the BA/BS and the MA/MS, budget and/or the financial aid office and the Registrar's office. Additionally, the proposal must address if the blended program will include both state- and self-support (e.g., BA in state and MA in self), provide confirmation that the tuition and fees are clearly defined and distinguished for each program and appropriately assessed for each program's mode of support, an explanation of support provided to students matriculating through the blended program, and an assessment plan for the individual programs and how these will inform improvements in the blended program, and degree plans. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#).

The proposers will be invited by the ICC chair to the APP meeting to participate in the discussion where the concentration proposal will be reviewed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the full ICC for review. In the event the blended program includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the program proposal is moved to the full ICC. The program proposers will be invited by the ICC chair to the ICC meeting where the full program proposal will be reviewed to participate directly in that discussion. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

**That the concentration complies with all criteria in the [Policy on "Blended" Bachelor's and Master's Degree Programs \(AA 2012-01\)](#)**

## **II. COHERENT CURRICULUM**

- A. The set of courses required in the concentration is justified with respect to the development of student learning. Duplication of content in proposed and existing courses will be reviewed.
- B. To ensure that students easily understand the degree requirements, the curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
- C. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- D. Any courses identified for GEAR areas follow all [GEAR requirements](#).

### III. RESOURCES AND VIABILITY

- A. A five-year course rotation plan will show what courses will need to be offered for the program. Degree roadmaps that clearly demonstrate the blended pathway including all blended double-counting (maximum 12 units) and for undergraduates, GE/breadth course taking pattern and any potential double-counting with major requirements.
- B. The proposal will provide evidence of student interest and demand for this new blended pathway.

#### **Timeline**

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote. This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.

At minimum fall two academic years ahead of enrolling students

Submit Blended Program Proposal Form in Curriculog by the posted curriculum deadline



Spring semester following proposal submission

Work with ICC to finalize the proposal documents; proposal moved through ICC, Senate, Provost Office and CO



Summer one academic year ahead of enrolling students

Program coded and added to Cal State Apply; Recruitment of new students



Fall one academic years ahead of enrolling students

Recruitment of new students; Students apply for the program



Fall semester

Enrolled students begin the program

## ***New Degree Program Proposals***

### **Step One: Initial Planning and Communication**

Initial planning for a new certificate program begins with conversations with departmental faculty (this should include faculty in any departments that have similar expertise and/or efforts), dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE). It is the responsibility of the proposing faculty to communicate broadly using the curriculum proposal Google Group, and evidence of consultation will be included as part of the Curriculog proposal as detailed in the [Curriculog Guide](#). No items are required to be submitted to the ICC during the initial planning and communication stage; evidence of consultation will be submitted should the proposal move to step two.

### **Step Two: Resource Discussion**

The second step includes thoroughly discussing the resource implications for a newly proposed program with the appropriate Dean(s). At this step, the dean shall discuss the program with the proposing faculty and the AVP for Academic Programs to determine if appropriate resources can be allocated to the program as well as the broad impact of the program (e.g., effect on GE). If the appropriate resources cannot be allocated, the program proposal will not move forward to subsequent steps. If appropriate resources are available, the new degree program will proceed to step two. At this step, no documentation needs to be submitted to the ICC; however, approval of programs to proceed to step three should be communicated to the ICC chair as an informational item by the appropriate Dean or Associate Dean.

### **Step Three: Projected Degree Proposal for Addition to the Academic Master Plan (AMP)**

The third step includes submission of a Projected Degree Proposal Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the degree, the connection between the degree and the university mission, the campus and societal need for the degree, and necessary resources to support the program. The [Projected Degree Proposal Form](#) and the [WSCUC Substantive Change Program Screening Form](#) should be completed in their entirety to define the critical components of the program. These forms are the required materials to submit to the CSU Chancellor's Office to be added to Cal Poly Humboldt's Academic Master Plan (AMP) and have the degree added to the Campus Ten-Year Plan (CAP). For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#)..

The ICC chair will schedule a time with the program proposers at an Academic Programs and Planning (APP) subcommittee meeting to participate in the discussion where the projected degree proposal will be reviewed. In addition, notification of the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. After APP approval to move forward, the projected degree proposal will be moved to the full ICC for consideration. ICC approval by simple majority vote will forward the Projected Degree Proposal to the Office of the Provost and then to the Chancellor's Office (CO) to add the program to Cal Poly Humboldt's Academic Master Plan in January if approved by the BOT. The ICC's response to the initial proposal will be transmitted to the Senate as an informational item. Once the program is approved by the Board of Trustees

(BOT) for addition to Cal Poly Humboldt's AMP, the campus has permission to begin full-scale planning for the new degree and has up to 5 years to be developed followed by 5 years to be implemented.

### **Standards for Step Three: Projected Degree Proposal**

The ICC will consider the factors listed below:

1. The degree supports the University Vision/Mission/Core Values and [Cal Poly Humboldt Learning Outcomes](#).
2. The degree is grounded in a recognized scholarly discipline.
3. The degree serves a recognized student or societal need.
4. The proposal will include an initial and long-term viability statement speaking to the availability of required resources needed to support the program from the appropriate dean

### **Step Four: Full Program Proposal**

The fourth step of the process requires completing a draft of the CO's paperwork for new programs ([New Degree Proposal Template](#)), which shall be submitted to Curriculog as part of a New Degree Program Proposal. As appropriate, associated course change, new course, program change, or concentration change proposals will also be submitted via Curriculog. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#). In this step, the proposed curriculum, learning outcomes, and resource implications of the program will be examined in detail. In addition, proposers may want an external evaluation by a content expert, and are encouraged to do so. The assessment plan for the program will be reviewed by the Office of Assessment at this stage.

The ICC chair will schedule a time with the proposers for them to attend the APP meeting and participate in the discussion where the new concentration proposal will be reviewed. In addition, notification of the new program proposal will be provided to department chairs and program leads via the ICC chairs by-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the voting agenda for full ICC for review. In the event the program proposal includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the program proposal is moved to the full ICC (See ICC Bylaws for committee workflow). The ICC chair will schedule with the proposers the time that the program proposal will be reviewed by the full ICC in order for them to participate directly in that discussion. In addition, notification of the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it



will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

### **Standards for Step Four: Full Degree Proposal**

The ICC will consider the factors listed below:

#### **I. COHERENT CURRICULUM**

- A. The degree program has a stated curricular focus and assessment plan and supports the University Vision/Mission/Core Values and [Cal Poly Humboldt Learning Outcomes](#).
- B. The set of courses required in the degree program is justified with respect to the development of student learning; each course in the degree is mapped to student learning outcomes. Duplication of content in proposed and existing courses will be reviewed.
- C. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- D. Any courses identified for GEAR areas follow all [GEAR requirements](#).
- E. To ensure that students easily understand the degree requirements, the major curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
- F. New degree programs will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this degree is similar to or different from existing programs at Cal Poly Humboldt.
- G. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.

#### **II. RESOURCES AND VIABILITY**

- A. The proposal will discuss resources needed for the new program. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum, and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.
- B. If the new program will need accreditation, the proposal will discuss the implications, including costs and standards for accreditation such as SFR, curriculum, or educational background of faculty.
- C. The proposal will provide evidence of student interest and demand for this new degree program. Undergraduate programs should address both first-time and transfer student interest and demand. Some of the evidence will include comparisons with similar degree programs at comparable institutions and/or predictions of future employment trends. The program will provide information about the number of majors in the comparable degree programs and the annual number of graduates. Where appropriate,

the evidence for student interest should also include information about enrollment trends in the discipline.

- D. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.
- E. The proposal will include the initial and long-term viability statement speaking to the availability of required resources needed to support the program from the appropriate dean(s).

### **Timeline**

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote. This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.

*At minimum* Spring (week 4) 3.5 academic years ahead of enrolling students in the degree program

Submit Anticipated Projected Degree to appropriate Dean(s)

Fall three academic years ahead of enrolling students in the degree program

Submit Projected Degree Proposal in Curriculog by the posted curriculum deadline; Work with ICC to finalize the proposal documents; Proposal goes to Senate as informational item and then the Provost

Spring 2.5 academic years ahead of enrolling students in the degree program

Board of Trustees (BOT) Reviews and approved program for addition to the Academic Master Plan (AMP)

Fall two academic years ahead of enrolling students in the degree program

Submit New Degree Proposal Form in Curriculog by the posted curriculum deadline

Spring 1.5 academic years ahead of enrolling students in the degree program

Work with ICC to finalize the proposal documents; proposal moved through ICC, Senate, and Provost Office; Program sent to CO for approval

Summer one academic year ahead of enrolling students in the degree program

Program coded and added to Cal State Apply; Recruitment of new students

Fall one academic years ahead of enrolling students in the degree program

Recruitment of new students; Students apply for the program

Fall semester

Enrolled students begin the program

### ***Concentration Elevation***

Concentration elevations follow a pathway different from building a new degree from scratch, and they do not require approval from the Board of Trustees (BOT) to be added to the Academic Master Plan (AMP) before working on the proposal. However, the concentration should have demonstrated student need and there should be healthy student enrollment in this concentration to warrant an elevation to a stand alone academic program. In addition, there should be a clear plan to delete the concentration from the Cal Poly Humboldt Catalog and a concentration deletion proposal will need to be submitted to Curriculog simultaneously with the concentration elevation proposal.

### **Step One: Initial Planning and Communication**

Initial planning for a concentration elevation begins with conversations with departmental faculty (this should include faculty in any departments that have similar expertise and/or efforts), dean(s), college Council(s) of Chairs, and the College of Extended Education and Global Engagement (CEEGE). It is the responsibility of the proposing faculty to communicate broadly using the curriculum proposal Google Group, and evidence of consultation will be included as part of the Curriculog proposal as detailed in the [Curriculog Guide](#). No items are required to be submitted to the ICC during the initial planning and communication stage; evidence of consultation will be submitted should the proposal move to step two.

### **Step Two: Concentration Elevation Proposal**

Submission of concentration elevations includes submission of a Concentration Elevation Proposal Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the degree, the connection between the degree and the campus mission, the campus and societal need for the degree, and the necessary resources to support the program, and WSCUC Substantive change screening form. These forms are the required materials to submit to the CSU Chancellor's Office. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Guide](#) and the posted [curriculum deadlines](#).

The ICC chair will schedule a time with the proposers for them to attend the APP meeting and participate in the discussion where the new concentration proposal will be reviewed. In addition, notification of the new program proposal will be provided to department chairs and program leads via the ICC chairs by-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Typically, proposals go through several revisions at this point as the APP subcommittee and the program collaborate to ensure the program will meet all university, CSU, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APP has approved the proposal, the proposal will be moved to the voting agenda for full ICC for review. In the event the program proposal includes proposals for GEAR courses or changes to existing courses, those proposals will move through the GEAR and/or CDC subcommittees of the ICC for approval before the program proposal is moved to the full ICC (See ICC Bylaws for committee workflow). The ICC chair will schedule with the proposers the time that the program proposal will be reviewed by the full ICC in order for them to participate directly in that discussion. In addition, notification of

the ICC review of the new program proposal will be provided to department chairs and program leads via the ICC chairs bi-weekly update (see ICC bylaws) so that any additional campus community members interested in participating in that meeting are informed. Upon approval by the ICC, the proposal will move to the University Senate in the form of a resolution where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the resolution will proceed to the Office of the Provost for approval of the program proposal.

The ICC will consider the factors listed below in review of these proposals:

## **I. COHERENT CURRICULUM**

- A. The degree program has a stated curricular focus and assessment plan and supports the University Vision/Mission/Core Values and [Cal Poly Humboldt Learning Outcomes](#).
- B. The set of courses required in the degree program is justified with respect to the development of student learning; each course in the degree is mapped to student learning outcomes. Duplication of content in proposed and existing courses will be reviewed.
- C. To ensure that students easily understand the degree requirements, the major curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
- D. New degree programs will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this degree is similar to or different from existing programs at Cal Poly Humboldt.
- E. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.
- F. The proposal will include an initial and long-term viability statement from the appropriate dean.
- G. All [State, CSU, and Humboldt Curricular Policies](#) are followed.
- H. Any courses identified for GEAR areas follow all [GEAR requirements](#).

## **II. RESOURCES AND VIABILITY**

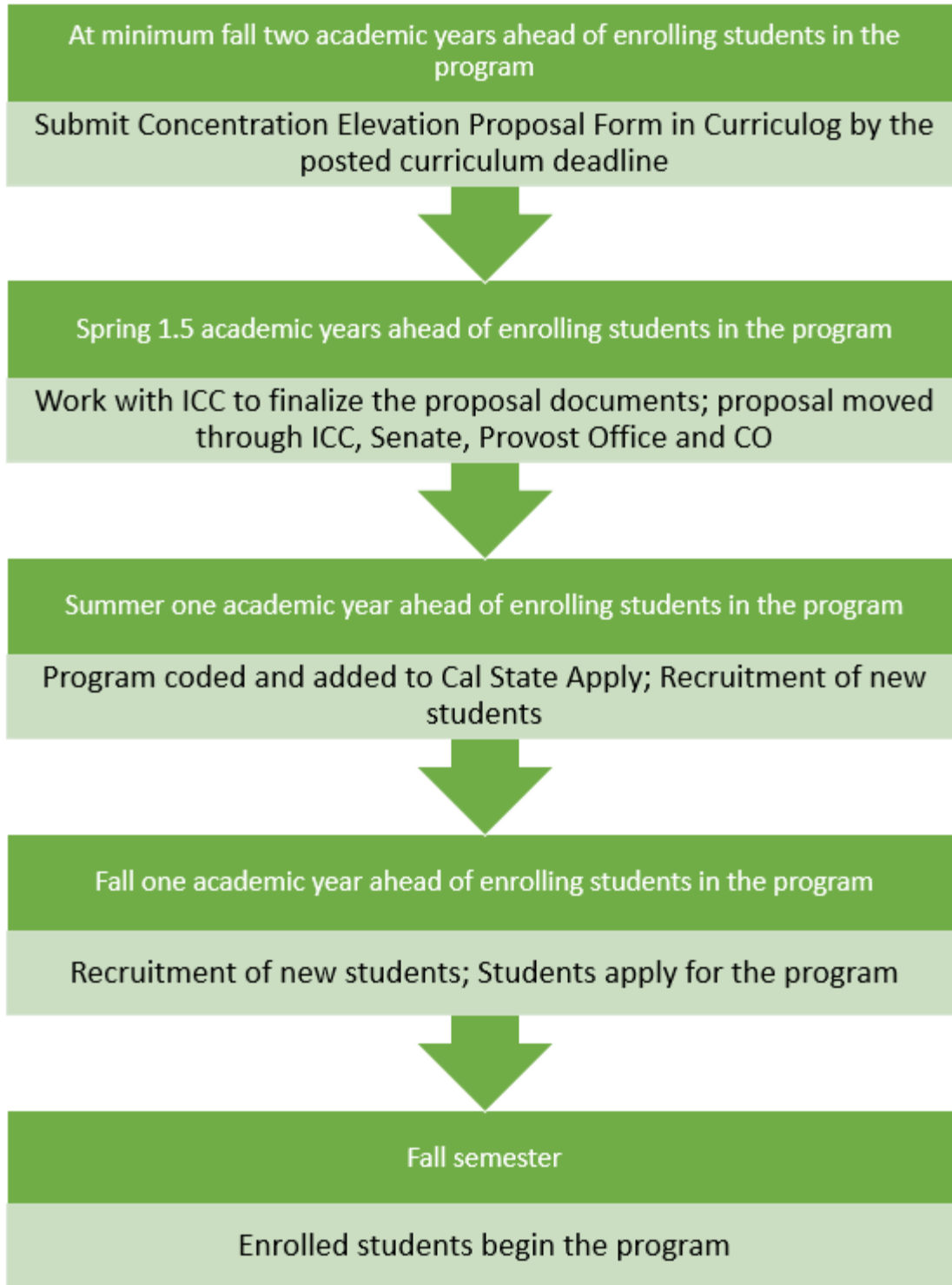
- A. The proposal will discuss resources needed for the new program. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum, and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.
- B. If the new program will need accreditation, the proposal will discuss the implications, including costs and standards for accreditation such as SFR, curriculum, or educational background of faculty.
- C. The proposal will provide evidence of student interest and demand for this new degree program. Undergraduate programs should address both first-time and transfer student

interest and demand. Some of the evidence will include comparisons with similar degree programs at comparable institutions, and/or predictions of future employment trends. The program will provide information about the number of majors in the comparable degree programs and the annual number of graduates. Where appropriate, the evidence for student interest should also include information about enrollment trends in the discipline.

- D. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.
- E. The proposal will include the initial and long-term viability statement speaking to the availability of required resources needed to support the program from the appropriate dean(s).

### **Timeline**

Note: Timeline reflects the quickest possible pathway through the process and does not include the time needed for APP to reach consensus or time for ICC members to feel ready for a vote. This requires prompt communication and turn around of proposal edits and programs could be delayed at any step, therefore, it is recommended the proposals be submitted with as much lead time as possible.



Supersedes 36-11-12ICC

Developed by the Integrated Curriculum Committee, 04/17/12

University Senate: Passed Unanimously, 04/24/12 (Resolution #36-11/12-ICC)

Provost Snyder: Approved 05/02/12