Revised April 2017

Proposing New CSU Degree Programs
Bachelor's and Master's Levels

Offered through Self-Support and State-Support Modes

This document presents the format, criteria, and submission procedures for CSU bachelor's and master's degree program proposals. Please see the Academic Program Planning website for doctoral degree proposal formats. (http://www.calstate.edu/APP/)

Templates for Doctoral Proposals
- CSU Ed.D. Programs
- UC CSU Joint Doctoral Programs
- Joint Doctorates with Independent Institutions

Criteria

Proposals are subjected to system-level internal and external evaluation, through which reviewers seek evidence indicating that current campus budgetary support levels provide sufficient resources to establish and maintain the program. Review criteria include: curriculum, financial support, number and qualifications of faculty, physical facilities, library holdings, responsiveness to societal need and regional and workforce needs, academic assessment plans, and compliance with all applicable CSU policies, state laws, and accreditation standards.

Procedures

Before a proposal is submitted to the Chancellor's Office, the campus adds the projected degree program to the campus academic plan. Subsequent to the CSU Board of Trustees approval of the projection, a detailed, campus-approved program implementation proposal is submitted to Chancellor's Office for review and approval. Proposals are to be submitted in the academic year preceding projected implementation. Only programs whose implementation proposals have been approved by the CSU Chancellor may enroll students. Campus Academic Plans appear in the Educational Policy Committee Agenda Item of the annual March meeting of the Board of Trustees.

Submission

1. The degree program proposal should follow the format and include information requested in this template. If the proposed program is subject to WASC Substantive Change, the Chancellor's Office will accept the WASC Substantive Change Proposal format in place of the CSU 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. For undergraduate degrees, the total number of units required for graduation must still be made explicit.

2. Submit **ONE** hard copy of the campus-approved degree implementation proposal, including documentation of campus approval, to:

   Academic Programs and Faculty Development
   CSU Office of the Chancellor

401 Golden Shore
Long Beach, California 90802-4210

3. Submit **ONE** electronic copy to APP@calstate.edu. A Word version is preferred.

CSU DEGREE PROPOSAL
Faculty Check List

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

__X___ Board of Trustees Academic Master Plan approval date.

__X__ Copies of any contracts or agreements made between parties with an interest in operating the proposed program. Other entities may include academic departments, academic institutions, foundations, vendors or similar. Please include a copy of the agreement and an e-mail or other evidence that the campus attorney has approved the agreement.

(120) 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 request an exception to the 120 semester unit limit policy

____ all units required for degree completion must be included in the total units required for the degree. Any proficiencies required to graduate that are beyond what is included in university criteria admission criteria must be assigned unit values and included in the total unit count.

(70) 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:
____X__The only prerequisites are completion of lower division GE, 70 units overall

_X__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)

_X__For self-support programs:
(in conformance with EO 1099 and EO 1102)

_X_ specification of how all required EO 1099 self-support criteria are met

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

_X_ academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs

_X_ explanation of why state funds are either inappropriate or unavailable

X_ a cost-recovery program budget is included*

_**X**_ student per-unit cost is specified

X_ total cost for students to complete the program is specified

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)
Student per-unit cost
Number of units producing revenue each academic year
Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)
 Student fees
 Include projected attrition numbers each year
 Any additional revenue sources (e.g., grants)

Direct Expenses
 Instructional costs – faculty salaries and benefits
 Operational costs – (e.g., facility rental)
 Extended Education costs – staff, recruitment, marketing, etc.
 Technology development and ongoing support (online programs)

Indirect Expenses
 Campus partners
 Campus reimbursement general fund
 Extended Education overhead
 Chancellor's Office overhead

*Additional line items maybe added based on program characteristics and needs.

CSU Degree Program Proposal Template
Revised April 2017

Please Note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.

- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.

- *Please refer to the document "Tips for Completing a Successful Program Proposal" (which follows this document) before completing the Program Proposal Template.*

_____

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

   b. Self-Support

   c. Delivery Type: fully online

   g. New Program

2. **Program Identification**

a. Campus: Fresno

b. Full and exact degree designation and title:

   Liberal Arts, BA (Degree Completion Program, online)

   Bachelor of Arts in Liberal Arts

c. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan: November 2015

d. Term and academic year of intended implementation: Fall 2018

e. Total number of units required for graduation: 120

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:

   This degree completion program will be offered through our Division of Continuing and Global Education; however, programmatic and curricular oversight will be housed in the College of Arts and Humanities.

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

Dr. Alison Mandaville, Associate Professor, Department of English

With assistance from

Dr. Scott Moore, Dean, Continuing and Global Education

Dr. Daniel Bernard, Executive Director, Continuing and Global Education

Dr. José A. Díaz, Professor & Special Assistant to the Provost (retired)

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.

See attached statement from Dr. Xuanning Fu, Dean of Undergraduate Studies, Fresno.

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

Bizflow Approvals or Memos Attached
College of Arts and Humanities Curriculum Committee
College of Arts and Humanities Dean
Undergraduate Curriculum Committee
Dean of Undergraduate Studies

j. Please specify whether this proposed program is subject to WASC Substantive Change review. 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.

Not subject to WASC Substantive Change Review. The new major only requires 25 units out of 120, and which is less than the 50% change/online threshold triggering WASC substantive review. The program requires no new courses (uses courses already approved).

k. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code:

CIP Code 24.0101
http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88372

CSU Program Code: 49017
http://www.calstate.edu/app/documents/HEGIS-CIP2010.pdf

3. Program Overview and Rationale

a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes, and 3) the compelling reasons for offering the program at this time.

Rationale:

This proposed degree completion program leading to a B.A. in Liberal Arts creates a pathway to degree completion for former Fresno State students who left the university in good academic standing without having earned an undergraduate degree in any discipline.

Brief Program Description:

The Liberal Arts degree embodies an integrated, rigorous, and interdisciplinary approach in higher education. Interdisciplinary studies foster connections among disciplines and draw upon multiple areas of knowledge to develop student competence in analysis, communication, creativity, human diversity, ethics, and leadership to address challenges in career and community. 25-50 credits earned in the program's BA Liberal Arts major through online courses complement 70-95 credits students have previously earned in traditional, primarily face-to-face courses. Students cannot have been enrolled for at least 3 years prior to starting the program and must have previously earned at least 12 units at Fresno State.

Purposes and Strengths:

Place-based, High-impact Instruction

The program is unique among degree completion programs, offering an affordable, place-based online undergraduate degree completion program designed to serve the needs and interests of returning students from the greater California Central Valley region. Course design and instruction is provided by brick and mortar Fresno State faculty who are familiar with the interests and learning needs of the diverse students of this region. Through a minimum of 25 units in major courses online, combined with a previous 70-95 units of traditional classroom instruction students earn a BA in Liberal Arts.

Coursework supports an interdisciplinary, liberal arts approach to issues of particular significance to residents of the Central Valley region. Critical thinking, communication, creativity and problem-solving based courses place regional questions in a global context and bridge liberal arts learning with career development and civic engagement.

Core courses "bookend" and focus the student learning experience. An introductory, writing-intensive course ensures students are prepared to succeed in online and Liberal Arts learning environments. A culminating seminar provides an opportunity for students to integrate their learning in advanced scholarly, creative, or professional projects.

Students entering with prior completed coursework (usually earned in a previously declared Fresno State major) that satisfies another degree program's minor requirements, may be able to also earn a minor in that field (with department approval). Students eligible for this program, but who express an interest in continuing work in a traditional Fresno State degree program, will be directed to the appropriate college advising center.

A faculty steering committee based in the College of Arts and Humanities provides academic governance and assessment. Program will be self-supporting and administratively supported by Continuing and Global Education (no stateside cost). Dedicated personnel on campus will review admission eligibility and work closely to monitor and support the progress of each student, by email, phone, or in person. An initial face-to face orientation for each cohort is planned to create a sense of community; students will know they are working with other real people. Finally, students will have the opportunity to make use of campus academic resources such as the Henry Madden Library, the Learning Center, Services for Students with Disabilities, and the Writing Center.

Compressed 8-week terms (7 weeks of instruction) held year-round will enable students to progress quickly through the program, taking course-loads of 1-2 courses at a time to fit their work and family needs, and finishing the 25 units in the major in as little as two standard semesters (depending on units completed before enrolling in the program). Students will be eligible for most forms of financial aid.

Program Learning Outcomes

Through exposure to and focused study within an array of disciplines, liberal arts graduates develop the knowledge and skill base to engage in effective problem solving in a variety of occupational and civic contexts. Degree objectives place emphasis on the cultivation of specific knowledge and skill sets. Students with a B.A. degree in Liberal Arts earned through this Online Degree Completion Program from Fresno State will:

1: Think Critically
Students evaluate and synthesize a wide variety of information sources, perspectives, and methods to creatively address complex human problems.

2: Communicate Effectively
Students demonstrate advanced skills in written, oral, and digital forms of communication.

3: Interpret and Appreciate Creativity
Students interpret creative works of art and literature from a diversity of cultures and explore the significance of aesthetic dimensions of human experience.

4: Value Diversity
Students demonstrate nuanced cross-cultural awareness, communication and collaboration skills, and appreciate the value of diversity in communities and work places.

5: Lead Ethically
Students apply a sophisticated understanding of professional ethics, social responsibility, and civic leadership.

These goals align with those of both WASC learning outcomes and the University.

Fit with Institutional Mission:

The B.A. in Liberal Arts Online Degree Completion Program is envisioned as a uniquely place-based online program that equips students to effectively and ethically engage challenges in their careers and local communities to effect positive, creative outcomes both regionally and internationally. The program therefore contributes powerfully to Fresno State's mission and vision: The University's 2016-2020 Strategic Plan aspires "to boldly educate and empower students for success." Fresno State seeks to "implement bold, focused strategies designed to maximize success for our diverse student body. In collaboration with our community partners, we will provide a transformative educational experience that prepares students to serve and to lead in the Central Valley, the state, and beyond while improving the overall graduation rate."

This program fully supports this mission: It is an innovative, place-based degree completion program designed for diverse regional students not otherwise being served. The carefully articulated curriculum and rigorous, high-impact pedagogy is focused on empowering regional leadership that has national and global reach.

Justification for offering at this time:

Fresno State's Office of Institutional Effectiveness (OIE) calculates that a Fresno State student who "stopped out" of college for two or more years has a greater than 95% likelihood of never completing a degree. OIE has identified 3,788 students who left Fresno State in good academic standing (minimum of 2.0 overall GPA) between Fall 2002 and Spring 2013. This online degree completion program is most suitable for working adults and/or those who otherwise would not return to Fresno State to complete a traditional face-to-face degree program.

Fresno State currently expresses a particular interest in efforts to improve student access to more timely completion of their degrees. The 2016-2020 plan states "we will provide a transformative educational experience that prepares students to serve and to lead in the Central Valley, the state, and beyond while improving the overall graduation rate." While campus-based efforts of traditional programs help students stay in school and on-track for timely completion, this new program would reach out to and support degree completion for the large number of regional Fresno State students who, because they are no longer enrolled, are not being addressed by these face-to-face efforts.

Nationally, demand for online learning is growing, particularly in the non-profit sector. Online courses have been in increasing demand at Fresno State. Continuing and Global Education has significantly increased online offerings in the past two years in response to very strong student demand.

Currently, regional students (the greater Central Valley of California) have few options for arts and humanities degree completion beyond expensive private programs such as Fresno Pacific University's face to face BA in Liberal Arts ($465/unit, for 45 required units = $19,530 minimum cost), or online for-profit programs such as University of Phoenix (for example, the BA completion program in English, requiring 45 upper division unit in the major, 30 of which must be completed in residency at Phoenix, at a cost $450/unit for upper division courses, 45 major units = $20, 250 for the degree). Both these local options for students are significantly more per unit, and nearly twice the cost of this proposed Fresno State degree completion program). Moreover, U Phoenix has very limited articulation agreements with Valley community colleges – for example, only they are articulated with only 4 Fresno City College technical AA programs in nursing, criminal justice etc., and only for 4 year BS degrees (as in Criminology). They have no articulation locally

that leads to a BA. This results in the need for most students to take additional units in residence at Phoenix, adding significantly to their overall costs.

Cost comparison with other local options:

1) **Fresno State** (Proposed BA Liberal Arts, 25 credit major):

   Cost: $400/credit x 25 - 50 credits = $10,000 minimum

2) **Fresno Pacific University** (Face to Face BA Liberal Arts degree completion, 45 credits)

   Cost: $465/credit, 45 − 60 credits = $19,530 minimum

3) **University of Phoenix (for profit),** (BA English/Communications, 45 credits in the major, 30 of which must be completed in residency)

   Cost: $450/credit for upper division courses, 45 − 60 credits = $20,250 minimum

In the CSU system, while 12 campuses offer online BA/BS programs in specialized majors such as Business, Nursing, Liberal Studies for Educators, or Recreation, only three offer programs with more generally applicable majors: Chico (BA Social Science), Dominguez Hills (BS Applied Studies, Business/Public Policy), Humboldt (BA Leadership Studies). Of these none are Liberal Arts degrees, none are located in the greater Central Valley region and none have the place-based focus (and support) of this proposed program. CSU online degree completion program fees are commonly at self-support rates, as this Fresno State program will be.

Relationship between Program Philosophy, Design, Target Population and Distinctive Pedagogical Methods:

The Fresno State 2016-2020 plan's first priority is to "Enhance teaching and learning through best practices, innovative programs, and high-impact experiences that attract talented and diverse students and contribute to retention, extraordinary learning, the development of the whole student, and lifelong success." This proposed program addresses key themes highlighted under that priority:

1) Access to classes.

The B.A. in Liberal Arts Online Degree Completion Program facilitates access to undergraduate degree completion for students with a previous history of Fresno State academic success, but have "stopped out" of the university for at least three years. Research in online learning suggests that students who are successful in face-to-face courses are far more likely to be successful in online courses. Likewise, adult learners experience more success in online learning than traditional age students. Students to be enrolled in this proposed program have both proven themselves successful in the classroom and are of the prime age group predicting success with online learning. The fully online delivery mode provides affordable access for the target population of former Fresno State students who otherwise wouldn't be able to complete a degree

through a traditional state-supported face-to-face program. The cost to students to complete the program will be comparable to traditional Fresno State enrollment; students will be eligible for most forms of financial aid and scholarships.

2) Curriculum and course redesign.

Course faculty, syllabi and online platform design are vetted by a steering committee based in the College of Arts and Humanities, and drawn from existing Fresno State programs. Program faculty are either tenured, tenure track, or existing Fresno State instructors with many years of successful experience teaching and advising our region's students. All courses are existing, previously approved, rigorous courses redesigned for online, compressed 7-week term format. Several program courses have already been successfully offered online as part of traditional degree programs.

High-quality course design and innovative pedagogy will ensure that this is a high-quality online program. Program courses will incorporate best practices for online learning such as project-based and interactive individual and group activities, the creation and use of eportfolios, a consistent course interface throughout the program, and the establishment of a supportive and responsive online course community. As they finalize and prepare to teach their courses, all course faculty will be required to participate in professional learning about online pedagogy through Fresno State's Online & Blended Teaching Certificate Program (formerly escholar) and QOLT (Quality Online Learning and Teaching workshops on CSU-adopted online learning quality assurance standards). All course syllabi and online platform design are reviewed for quality and accessibility by the faculty steering committee and the Center for Faculty Excellence. To support student learning, program faculty will be expected to attend regular program meetings, at least four times a year.

3) Co-curricular and student support services promoting engagement and a sense of belonging.

Research on online learning efficacy suggests that student services (including advising and academic support, such as tutoring) may make the difference in online student success. This program proposes to support .75 FTE of an academic advisor in the CAH advising center, which students can access either remotely or in person. The local, regional recruitment focus of this program means that students will have full access to campus learning resources such as the Henry Madden Library, tutoring at the Learning Center, Services for Students with Disabilities, the Writing Center etc. Many of these resources have evening and weekend hours to accommodate working adult and parent schedules. Hybrid online/face-to-face programs have seen particularly successful outcomes. While this program will offer fully-online courses, students will also participate in an initial face-to-face orientation at which they meet their advisor, program faculty, and classmates.

Finally, coursework selected and taught especially with Central Valley students, communities, and national and international connections in mind enhances students' sense of meaningful learning and belonging in this program.

b. Provide the proposed catalog description. The description should include:

1. a narrative description of the program

The B.A. in Liberal Arts Degree Completion Program facilitates undergraduate degree completion for upper division students with a previous history of Fresno State academic success. The program is most suitable for working adults or those who otherwise would not return to Fresno State to complete a traditional degree program. The program offers significant flexibility through a choice of online courses to satisfy degree requirements within a one to two-year program.

Through an innovative, online program of interactive and project-based learning, students gain depth of knowledge and make connections across disciplines. They learn to draw on rich and varied liberal arts to address current challenges in careers, local communities, and the world. Graduates leave with critical thinking, oral and written communication, and leadership skills fundamental to successful, resilient careers. The major also prepares students for graduate study in a range of fields.

Past Fresno State students with at least 70 units in good standing, who have completed at least 12 units in previous enrollment at the Fresno State campus, and who have not been enrolled at Fresno State for at least three years prior to enrollment in this program are eligible to apply. All lower division General Education (GE) requirements must be satisfied prior to enrollment. Students will work with an advisor to design a course of study to complete the required 25 units in the major, as well as any missing upper division GE requirements and electives. 120 units are required to complete the degree.

Program Mission Statement:

This online degree completion program leading to a B.A. in Liberal Arts creates a pathway to degree completion for former Fresno State students who left the university in good academic standing without having earned an undergraduate degree in any discipline.

Interdisciplinary studies in this program foster connections among disciplines and draw upon multiple areas of knowledge to develop student competence in analysis, communication, creativity, human diversity, ethics, and leadership in order to engage challenges in a variety of career and community contexts.

Coursework supports an interdisciplinary, liberal arts approach to issues of particular significance to residents of the Central Valley region. Critical thinking, communication, creativity, and problem-solving based courses place regional questions in a global context and bridge liberal arts learning with career development and civic engagement.

2. admission requirements

Students who meet the following academic qualifications will be admitted to this program:
- have not been enrolled at Fresno State for a minimum of 3 successive years prior to enrollment in program and have not earned a baccalaureate degree
- have earned a minimum of 70 units overall, with a minimum of 12 units completed in previous residency at Fresno State
- stopped out in good academic standing at Fresno State (minimum 2.0 overall campus GPA), and
- have satisfied all lower-division General Education requirements.

3. a list of all required courses for graduation including electives, specifying course catalog numbers, course titles, prerequisites or co-requisites (ensuring there are no "hidden prerequisites" that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

Degree Requirements:

Total 120 units, minimum 25 units completed within Liberal Arts degree program

Students complete 25-50 units from the following courses (see attached detailed list of courses and teaching faculty).

NOTE: Program course offerings include courses already designated as fulfilling all upper division GE areas.

Core Coursework (required, 7 units)
ENGL 160W: Writing Workshop, Writing in the Liberal Arts (4)
AH 116: Humanities of the Modern Era (culminating seminar) (3)

Remaining 18-41 units chosen from among the following courses, choosing at least one from each grouping:

Foundations in the Liberal Arts
PHIL 150: Foundations of Knowledge (3, IC)
HUM 110: Humanities of Republican and Imperial Rome (3, IC)
LING 115: Language, Culture, & Society (3)
ENGL 177: Literature, Cinema, and the Liberal Arts (4)
ANTH 105: Applied Anthropology (3, MI)
COMM 170: Business and Professional Speaking (3)

Regional Focus
PLSI 103: California Politics (3)
EES 168: California's Earth System (3, IB)
ENGL 174: Popular Fiction, Literature of the Central Valley (3, IC)
PH 156: Health and Well-Being in the Central Valley (will be permanent course in regular PH program, approval in Sp 2018)
SOC 150T: Civic Engagement and Community Leadership (will be converted to permanent course by time program offered)

National and Global Contexts
PH 104: Global and Cultural Issues in Health (3, MI)
WS 120: Women of Color in the U.S. (3)
NSCI 115: Environmental Earth and Life Sciences (3, IB)
MUSIC 187: Pop Music, Jazz, and Rock (3, IC)
CLAS 114: Mexico and the Southwest 1810-1910 (3, ID)

Note on prerequisites: The only prerequisites for all program coursework excepting the AH 116 capstone course are lower division GE requirements.

Courses and Faculty, BA Liberal Arts Degree Completion Program

Since the Summer of 2016, faculty listed below have been participating in professional learning for online instruction and redesigning courses for this program. The faculty below have been working with Fresno State Center for Faculty Excellence (CFE, formerly TILT) to support best practices in accessibility and online course redesign. They have redesigned their existing courses for a compressed term. 7 courses have already been offered online at Fresno State, through existing departments; the others have been redesigned.

All syllabi have been reviewed by CFE. Those that have not yet been offered through online instruction have been redesigned. Many faculty below participated in workshop modules through the CSU Quality Online Learning and Teaching (QLT) Program. Before teaching in the program, all faculty will be encouraged to participate in the Fresno State Online and Blended Teaching Certificate Program.

Faculty are using a uniform syllabus and blackboard shell format for courses, to ensure courses are fully accessible and easily navigable for students. Nearly every syllabus and all blackboard development shells for courses below are already in this format.

All faculty have obtained the support of their home departments for inclusion of these courses in the new BA Liberal Arts Program (with one exception – due to a sabbatical leave, one faculty just began working with his department for approval).

All syllabi remain the property of originating faculty. Course syllabi cannot be taught by another faculty member without originating faculty and CAH steering committee approval.

Only students enrolled in the BA Liberal Arts Program may register for these classes.

#	Course	Instructor/Designer	Dept. Approval	Center for Faculty Excellence Review	Previously Offered Online?
1	ENGL 160W: Writing Workshop, Writing in the Liberal Arts (W)	Alison Mandaville amandaville@csufresno.edu	YES	YES	NO; Redesigned
2	ANTH 105W: Applied Anthropology (MI)	James Mullooly jmullooly@csufresno.edu	YES	YES	NO; Redesigned
3	CLAS 114: Mexico and the Southwest 1810-1910 (ID)	Phil Gonzales pgonzales@csufresno.edu	YES	YES	YES
4	PLSI 103: California Politics (satisfies State and Local Government requirement)	Jeff Cummins jcummins@csufresno.edu	YES	YES	NO; Redesigned
5	HUM 110: Humanities of Republican and Imperial Rome (IC)	Kristi Eastin keastin@csufresno.edu	YES	YES	NO; Redesigned
6	LING 115: Language, Culture, & Society (IC)	Chandra Shekar chandras@csufresno.edu	YES	YES	YES

7	COMM 170: Business and Professional Speaking	Kimberly Aguilar kimberlya@csufresno.edu	YES	YES	NO; Redesigned
8	NSCI 115: Environmental Earth and life Sciences (IB)	Kerry Workman kworkman@csufresno.edu	YES	YES	YES
9	MUSIC 187: Pop Music, Jazz, and Rock (IC)	Craig VonBerg cvonberg@csufresno.edu	YES	YES	YES
10	ENGL 177: Literature, Cinema, and the Liberal Arts	Melanie Hernandez melanieh@csufresno.edu	YES	YES	NO; Redesigned
11	PH 104: Global and Cultural Issues in Health (M/I)	Bhupinder Singh bhsingh@csufresno.edu	YES	YES	NO; Redesigned
12	PH 156: Health and Well-Being in the Central Valley (will become permanent course in PH program F 2018)	Mohammed Rahman mrahman@csufresno.edu	YES; permanent status by Fall 2018	YES	NO; Redesigned
13	WS 120: Women of Color in the U.S. (M/I)	Larissa Mercado-Lopez lmercadolopez@csufresno.edu	YES	YES	YES
14	SOC 150T: Civic Engagement and Community Leadership To be replaced by permanent course by the time program offered	Don R Simmons dsimmons@csufresno.edu	YES	YES	NO; Redesigned
15	ENGL 174: Popular Fiction of the Central Valley (IC)	Melanie Hernandez melanieh@csufresno.edu	YES	YES	YES
16	PHIL 150: Foundations of Knowledge (IC)	Carolyn Cusick ccusick@csufresno.edu	YES	YES	YES
17	EES 168: California's Earth System (IB)	Mathieu Richaud mrichaud@csufresno.edu	YES	YES	NO; Redesigned
18	AH 116. Humanities of the Modern Era, Capstone Project	Alison Mandaville amandaville@csufresno.edu	YES	YES	NO; Redesigned

Additional courses faculty have expressed interest in redesigning and teaching for future rotations:

LING 130: Language and Gender (already online)
EES 167: Oceans and Atmosphere and Climate
ART 102: Ideas of Visual Culture: Art, Media, and the Computer
ART 188: Digital Video Art
CDDS 139: Deaf Culture (already online)

Degree requirements for Graduation:

- 51 units in GE distributed per current campus requirements [to be adjusted when new guidelines adopted]

  – Lower Division General Education requirements   (39 units)

  – Upper Division General Education requirements   (12 units)

- 19-45 units completed in previous coursework/major focus

- 25 units minimum in designated Liberal Arts major courses including

  – ENGL 160W: Writing Workshop in the Liberal Arts (4 units, satisfies "W" requirement)
    Prerequisite: satisfactory completion (C or better) of the ENGL 5B or ENGL 10 graduation
    requirement.

  – AH 116: Humanities for the Modern Era (capstone course) (3 units)
    Prerequisite: ENGL 160W and credit in at least four courses in the Liberal Arts major.

  – Additional approved Liberal Arts coursework (17-43 units) with at least one course from each
    grouping: Foundations in Liberal Arts, Regional Focus, National and Global Contexts.
    Prerequisites: Completion of lower division GE requirements.

- GPA in major coursework: 2.0 minimum

- Overall and Campus GPA minimum (per current campus requirement): 2.0

4. Total units required to complete the degree: 120

5. Catalog copy describing the culminating experience requirement(s):

AH 116: Humanities of the Modern Era
An examination of art, literature, philosophy, and music and their interrelationships in the modern
era. Students integrate and bring their liberal arts learning to bear on contemporary career and civic
challenges through focused culminating project work. The project may involve academic research, a
creative endeavor, or service learning. Each student also demonstrates program learning in the core
program outcomes by creating a professional portfolio that showcases and reflects on their learning in
the program. Students present culminating portfolios and projects to their cohort and program faculty.

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

   a. These program proposal elements are required:
      Describe outcomes for the 1) institution, 2) program, and for 3) student learning. Institutional
      learning outcomes (ILOs) typically highlight the general 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 graduates from a specific program. 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)

NOTE: The assessment plan information below is drawn from the attached Fresno State campus Student Outcomes Assessment Plan (SOAP). The campus assessment plan format is a little different than this program proposal template requires.

Fresno State Institutional Learning Outcomes
Student who graduate from California State University, Fresno will demonstrate the importance of discovery, diversity, and distinction by

developing a foundational, broad and integrative knowledge of the humanities, the arts, the sciences, and social sciences, and their integration with their major field of study. Students will consolidate learning from different fields and explore the concepts and questions that bridge those essential areas of learning. Graduate students will articulate the significance, implications and challenges within their field in a societal and global context. In fields in which interdisciplinarity is fundamental, graduate students will further draw from the perspectives of other domains of inquiry/practice so as to assess a problem better and offer solutions to it.
acquiring specialized knowledge as identified by program learning outcomes in their major field. Students will demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice. Graduate students will demonstrate further mastery of the field's theories, research methods, and approaches to inquiry. They will also show the ability to assess major contributions to the field, as well as expand on those contributions through empirical research or aesthetic exploration.
improving intellectual skills including critical thinking, effective oral and written communication, information literacy and quantitative reasoning. Students will demonstrate fluency via application of these skills to everyday problems and complex challenges. Graduate students will hone these skills further, demonstrating coherent arguments, analysis, insight, creativity, and acumen as they address local, regional, and global issues in their respective fields of study.
applying knowledge by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches. Students will apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. Graduate students will integrate knowledge and skills from coursework, practicum, and research to address critical issues in their field and demonstrate advanced application of knowledge through a culminating experience that validates, challenges, and/or expands the profession's body of knowledge.
exemplifying equity, ethics, and engagement. Students will form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address social, environmental and economic challenges, apply knowledge of diversity and cultural competencies to promote equity and social justice in the classroom and the community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, and civility in social and academic interactions. Building

upon this at the graduate level, students will apply these values in the creation of scholarly and/or aesthetic works that enrich the human experience.

BA Liberal Arts Degree Completion Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(See attached Fresno State Student Learning Outcome Assessment Plan, or SOAP)

PLO 1: Think Critically
Students evaluate and synthesize a wide variety of information sources, perspectives, and methods to creatively address complex human problems.
    Student Learning Outcomes: Graduates will be able to
1.1 Identify, evaluate, and synthesize varied source materials: primary, secondary, and tertiary.
1.2 Apply relevant disciplinary knowledge and methods.

PLO 2: Communicate Effectively
Students demonstrate advanced skills in written, oral, and digital forms of communication.
    Student Learning Outcomes: Graduates will be able to
2.1 Employ writing as a process to effectively organize and convey complex information and analysis with attention to rhetorical contexts.
2.2 Effectively organize and convey complex information and analysis orally and digitally with attention to rhetorical contexts.

PLO 3: Interpret and Appreciate Creativity
Students interpret creative works of art and literature from a diversity of cultures and explore the significance of aesthetic dimensions of human experience.
    Student Learning Outcomes: Graduates will be able to
3.1 Interpret creative works (visual art, performance, or literature), forming reasonable hypotheses about symbolic or figurative meanings.
3.2 Describe the value of creativity and aesthetics in human societies.

PLO 4: Value Diversity
Students demonstrate nuanced cross-cultural awareness, communication and collaboration skills, and appreciate the value of diversity in communities and work places.
    Student Learning Outcomes: Graduates will be able to
4.1 Identify and incorporate diverse perspectives when working with others to negotiate shared understandings.

PLO 5: Lead Ethically
Students apply a sophisticated understanding of professional ethics, social responsibility, and civic leadership.
    Student Learning Outcomes: Graduates will be able to
5.1 Describe and give examples of ethics and standards, including civil rights, in professional and civic contexts.
5.2 Analyze and describe the relationship between individual and social responsibility using specific examples.

b. <u>These program proposal elements are required:</u>

- Comprehensive assessment plan addressing all assessment elements (also see attached Fresno State Student Outcome Assessment Plan SOAP).

Learning Outcomes Alignment Matrix: University, Program, Student Outcomes and Plan for Assessment

University Learning Outcomes	Program Learning Outcomes	Student Learning Outcomes	Courses where SLOs will be assessed	Assessment activity or assignment used to measure SLO	Assessment tool used to measure outcome success	How data findings will be reported	Designated personnel to collect, analyze and report data	Closing the loop strategies	Program Findings dissemination schedule
Students will **ULO 1: develop a foundational, broad and integrative knowledge** of the humanities, the arts, the sciences, and social sciences, and their integration with their major field of study. **ULO2: acquire specialized knowledge** as identified by program learning outcomes in their major field and demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice. **ULO3: improve intellectual skills** including critical thinking, effective oral and written	**PLO 1: Think Critically** Students evaluate and synthesize a wide variety of information sources, perspectives, and methods to creatively address complex human problems.	**SLO 1.1** Identify, evaluate, and synthesize varied source materials: primary, secondary, and tertiary.	ENGL 160W	Research Essay with annotated bibliography	Rubric designed to measure each SLO. AND Self-scored Knowledge Inventory on all SLOs will be administered to entering and exiting students	Report on percentage of students who meet or exceed a minimum level established for each SLO, for both direct measure (assignment and rubric) and indirect measure (knowledge Inventory on SLOs)	Instructor will administer direct assessment activities, score with SLO rubrics developed by steering committee, and report data to steering committee. Program director will administer self-scored Knowledge Inventory on all SLOs to entering and exiting students as a comprehensive indirect assessment.	Program faculty and steering committee use findings to inform appropriate revisions to courses taught and program as a whole, including revisions to assessment plan. Steering committee will use findings to identify areas for professional learning for instructors and	Program assessment findings and instruction and assessment improvement plan will be disseminated to instructional faculty and CAH and CGE deans with each cohort of students, on an approximate 15-month cycle. Every five years, data from
		SLO 1.2 Compare and apply relevant disciplinary knowledge and methods.	AH 116	Final Project (addressing a key Central Valley challenge) with Annotated Bibliography					
	PLO 2: Communicate Effectively Students demonstrate advanced skills in written, oral, and digital forms of communication.	**SLO 2.1** Employ writing as a process to effectively organize and convey complex information and analysis with attention to rhetorical contexts.	ENGL 160W	Research Essay with annotated bibliography					

ULO	PLO	SLO	Course	Assessment			Reporting	Timeline	Trends
communication, information literacy and quantitative reasoning and demonstrate fluency via application of these skills to everyday problems and complex challenges. **ULO4: apply knowledge** by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches; and apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. **ULO5: exemplify equity, ethics, and engagement;** form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address social, environmental and economic challenges, apply knowledge of diversity and cultural		**SLO 2.2** Effectively organize and convey complex information and analysis orally and digitally with attention to rhetorical contexts.	AH 116	Presentation of final project (digital/ oral)			Data will be reported to steering committee, program instructors to inform program revision and development. Program steering committee will review data, analyze, determine areas for improvement, and report findings to all program instructors and deans of CAH and CGE.	set up relevant opportunities for faculty learning. To be repeated with each student cohort, on an approximately 15-month cycle. Every five years, data from the previous five years on all SLOs will be analyzed for overall trends in student learning in order to plan for curricular change as needed to ensure student success on all PLOs.	the previous five years on all SLOs will be analyzed for overall trends in student learning in order to plan for curricular change as needed to ensure student success on all PLOs.
	PLO 3: Interpret and Appreciate Creativity Students interpret creative works of art and literature from a diversity of cultures and explore the significance of aesthetic dimensions of human experience.	**SLO 3.1** Interpret creative works (visual art, performance, or literature), forming reasonable hypotheses about symbolic or figurative meanings.	AH 116	Discussion Board Forum Posts					
		SLO 3.2 Describe the value of creativity and aesthetics in human societies.	AH 116	Discussion Board Forum Posts					
	PLO 4: Value Diversity Students demonstrate nuanced cross-cultural awareness, communication and collaboration skills, and appreciate the value of diversity in communities and work places.	**SLO 4.1** Identify and incorporate diverse perspectives when working with others to negotiate shared understandings.	AH 116	Presentation of final project (digital/ oral)					

	PLO 5: Lead Ethically Students apply a sophisticated understanding of professional ethics, social responsibility, and civic leadership.	SLO 5.1 Describe and give examples of ethics and standards, including civil rights, in professional and civic contexts.	WS 120	Assessment/Recommendation Report and Presentation					
competencies to promote equity and social justice in the classroom and the community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, and civility in social and academic interactions.		SLO 5.2 Analyze and describe the relationship between individual and social responsibility using specific examples.	AH 116	Presentation of final project (digital/oral)					

Comprehensive Assessment Plan:

Data on Student Learning:
Data for comprehensive evaluation of student learning will be **collected** through direct (course learning activities) and indirect (entering and exiting student self-scored Knowledge Inventory) assessment activities. Direct activities will be **scored** with a rubric designed to measure student learning for each SLO. Data will be **reported** indicating the percentage of students meeting and exceeding each learning outcome.

Schedule for Assessment:
Data will be collected, reported, and analyzed for each SLO, on an approximately **30-month schedule (for 2 cohorts)**. Data will be reported to all program instructors, to help inform future planning and teaching of courses. Steering committee will use data to inform program revision and development to better promote student learning on each LO in future cohorts.

Every eight years, data on all SLOs from the previous 4 cohorts will be analyzed for overall trends in student learning in order to plan for curricular change as needed to ensure student success on all PLOs.

Most students will finish the program within two years and all SLO's will be evaluated on a four-year cycle and thus outcomes will be measured by evaluating students from no more than two cohorts. Every eight years, the results from three sets of cohorts will be compared and analyzed.

First cycle (two cohorts):
2018 -2019 AY

ENGL 160W Research Essay
Knowledge Inventory (Entering and exiting the program)

2019-2020 AY
 ENGL 174 Interpretive Essay
Knowledge Inventory (Entering and exiting the program)

2020-2021 AY
WS 120 Group Cultural Competency Assessment
AH 116 Group Discussion Forum Posts
Knowledge Inventory (Entering and exiting the program)

2021-2022 AY
AH 116 Multi-Media Presentation
Knowledge Inventory (Entering and exiting the program)

Second cycle (two cohorts):
2022 -2023 AY
 ENGL 160W Research Essay
Knowledge Inventory (Entering and exiting the program)

2023-2024 AY
ENGL 174 Interpretive Essay
Knowledge Inventory (Entering and exiting the program)

2024-2025 AY
WS 120 Group Cultural Competency Assessment
AH 116 Group Discussion Forum Posts
Knowledge Inventory (Entering and exiting the program)

2025-2026 AY
AH 116 Multi-Media Presentation
Knowledge Inventory (Entering and exiting the program)
Faculty will use common rubric developed by the steering committee to assess student learning on the direct measures specified. Data will be reported to the program steering committee for analysis and recommendations for instructor professional learning, course revisions, or curricular changes.

Comparing Cohorts Every 8 Years
First comparison AY 2024-2025
Every 8 years the program will compare the above assessments of the previous cohorts for trends in relation to student learning. With a common rubric used to assess direct measures and a consistent version of the Knowledge Inventory, the program will be able to analyze longer-term trends in student learning and success for consideration in long-term program revision and development.

Closing the Loop:
Program faculty and steering committee will use findings to inform appropriate **revisions to courses taught**

and development of program as a whole, including revisions to assessment plan. Steering committee will use findings to identify key areas for **professional learning** and set up opportunities for instructor learning in these areas. To be repeated with each student cohort, on an approximately 15-month cycle.

Instructors in the program will assess student learning using the common rubric and report their data on the measures above to the program steering committee, which will meet a minimum of six times/year. Instructors will also be encouraged to make curricular and programmatic recommendations based on their own assessment analysis.

Because the number of students in this program will be small, with administrative oversight handled by CGE the steering committee will govern all aspects of the program, including curriculum and instructional assessment. The committee will analyze the data and use findings to inform appropriate recommendations to instructors for areas to strengthen instruction and learning on particular SLOs. For example, if students aren't demonstrating satisfactory achievement on SLO 2.1 (writing), the program can offer instructors a workshop on best practices in writing instruction. This data will also be used for more comprehensive program oversight and development, including revisions to course offerings and this assessment plan.

While no longer novel, online learning remains an area of significant instructional development; new "best practices" continue to emerge and be revised based on research. The steering committee will particularly use our local findings to identify areas for instructional support for instructors and set up relevant opportunities for professional learning. Ongoing assessment of SLOs will be completed and every SLO will be measured by evaluating students in no more than two cohorts.

Every eight years, data from all previous years, which will cover all SLOs, will be analyzed for overall trends in student learning in order to plan for curricular change and professional learning as needed to ensure student success on all PLOs.

Finally, students themselves are a significant part of closing the loop in this program. Some of the best forms of assessment directly benefit students' own learning, *while* they are learning. Students will begin the program with a Knowledge Inventory based on the program SLOs. In ENGL 160W they will begin a learning portfolio, with the awareness that they will be asked to reflect on their learning throughout the program – their successes and their challenges. Research has shown that students who complete knowledge inventories *prior* to learning activities increase their learning. Likewise, structured student reflection on learning *after* a learning activity been shown to increase student engagement and success on specific learning outcomes. Students' own perceptions of areas of strength and weakness will be evaluated through these inventories (quantitative scale), through their culminating portfolios (rubric evaluating specific assignments included in the portfolio), and through qualitative assessment of student learning narrative that will be part of the portfolios.

Curriculum Map Matrix:

Courses x Student Learning Outcomes

I = Introduced   D = Developed   M=Mastered

	SLO1.1	SLO1.2	SLO2.1	SLO2.2	SLO3.1	SLO3.2	SLO4.1	SLO5.1	SLO5.2
ENGL 160W	I	I	I/D	I	I	I	I	I	I
PHIL 150	D	D	D	D			D	D	D
HUM 110	D	D	D		D	D	D	D	D
ENGL 177	D	D	D	D	D	D	D		
LING 115	D	D	D				D		D
ANTH 105	D	D	D				D	D	
PLSI 103	D	D	D				D	D	D
EES 168	D	D	D	D			D	D	D
PH 156	D	D	D				D	D	D
ENGL 174	D	D	D		D/M	D	D	D	D
PH 104	D	D	D				D	D	D
WS 120	D	D	D				D	D/M	D/M
CLAS 114	D	D	D			D	D	D	D
NCSI 115	D	D	D				D	D	D/M
MUSIC 187	D	D			D/M	D	D		
SOC 150T	D	D	D				D	D/M	D/M
COMM 170	D	D	D	D		D	D		
AH 116	M	M	M	M	M	M	D/M	D/M	D/M

    c. Indicate total number of units required for graduation: 120

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

(WASC 2013 CFR: 2.2b)

Sample Session Configuration/Student Roadmap (15-month/4 semester cycle for complete program):
Each session is 7 weeks long with a 1-2 week break between sessions. Two sessions per regular university semester, Fall, Spring, Summer. Students entering with minimum required number of units (70) or more would be able to finish their degree in 15 months. Not all students will need all courses; all students take the introductory course ENGL 160W: Writing Workshop in the Liberal Arts and capstone course AH 116 Humanities in the Modern Era.

A third class offering can be added each term if cohort size warrants. This would allow more choice of coursework for students. Two courses that were redesigned are not represented below; where they align with student and program needs, these additional courses may be included in the future on a rotating basis.

Session 1 Fall 2018	– ENGL 160W: Writing Workshop (4, W) A. Mandaville – PHIL 150: Foundations of Knowledge (3, GE Area: IC) C. Cusick	Session 2 Fall 2018	– PLSI 103: California Politics (3) J. Cummins – NSCI 115: Environmental Earth and life Sciences (3, GE Area: IB) K. Workman	13 units
Session 3 Spring 2019	– PH 104: Global and Cultural Issues in Health (3, GE Area M/I) B. Singh – MUSIC 187. Pop Music: Jazz and Rock (3, GE Area IC) C. Von Berg	Session 4 Spring 2019	– WS 120: Women of Color in the U.S. (3, GE Area M/I) L. Mercado-Lopez – CLAS 114. Mexico and the Southwest 1810-1910 (3, GE Area: ID) P. Gonzales	12 units
Session 5 Summer 2019	– PH 156 Health and Well-being in the Central Valley (3) M. Rahman – ANTH 105W: Applied Anthropology (3, GE Area: M/I) J. Mullooly	Session 6 Summer 2019	– ENGL 177: Literature, Cinema, and the Liberal Arts (4) M. Hernandez – EES 168: California's Earth System (3, GE Area IB) M. Richaud	13 units
Session 7 Fall 2019	– ENGL 174: Popular Fiction – Literature of the Central Valley (3) GE Area IC) M. Hernandez – HUM 110: Humanities of Republican and Imperial Rome (3, GE Area IC) K. Eastin	Session 8 Fall 2019	– COMM 170: Business and Professional Speaking (3) K. Aguilar – AH 116: Humanities of the Common Era (culminating capstone seminar) (3) A. Mandaville	12 units
		Total courses / units offered over 18-24 mos. (equivalent to 4 academic semesters)		16 courses / 50 units

e. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Because only students who have already attended Fresno State as degree-seeking undergraduates are eligible for this program, the major is automatically already articulated through existing undergraduate program articulation agreements.

      f.   Provide an advising "roadmap" developed for the major.

See the sample sessions above in conjunction with sample student programs below for advising students to complete the degree program within 15 months.

Sample Student Programs/Roadmaps

Student A (completes in 25 units):
- Left Fresno state more than three years prior in good standing,
- Enters with 95+ units completed,
- Enters with all lower and upper division GE requirements completed, and
- Completes Liberal Arts B.A. in four to eight 7-week sessions: 25 units of major coursework.

Session 1	– ENGL 160W: Writing Workshop (4, W) A. Mandaville	Session 2	– NSCI 115: Environmental Earth and life Sciences (3, GE Area: IB) K. Workman	7 units
Session 3	– PH 104: Global and Cultural Issues in Health (3, GE Area M/I) B. Singh	Session 4	– WS 120: Women of Color in the U.S. (3, GE Area M/I) L. Mercado-Lopez	6 units
Session 5	– PH 156 Health and Well-being in the Central Valley (3) M. Rahman	Session 6	– EES 168: California's Earth System (3, GE Area IB) M. Richaud	6 units
Session 7	– HUM 110: Humanities of Republican and Imperial Rome (3, GE Area IC) K. Eastin	Session 8	– AH 116: Humanities of the Common Era (culminating capstone seminar) (3) A. Mandaville	6 units
			Total courses / units taken over 15 - 24 mos. (equivalent to 4 academic semesters)	8 courses / 25 units

Student B (completes in ~37 units):
- Left Fresno state more than three years prior in good standing,
- Enters with 83 units completed,
- Enters with two upper division GE courses completed, and
- Completes Liberal Arts B.A. over six to eight 7-week sessions: 25 units of major coursework + 6 units upper division GE + 6 units electives coursework = 37 units.

Session 1	− ENGL 160W: Writing Workshop (4, W) A. Mandaville	Session 2	− PLSI 103: California Politics (3) J. Cummins − NSCI 115: Environmental Earth and life Sciences (3, GE Area: IB) K. Workman	10 units
Session 3	− PH 104: Global and Cultural Issues in Health (3, GE Area M/I) B. Singh	Session 4	− WS 120: Women of Color in the U.S. (3, GE Area M/I) L. Mercado-Lopez − CLAS 114. Mexico and the Southwest 1810-1910 (3, GE Area: ID)	9 units
Session 5	− PH 156 Health and Well-being in the Central Valley (3) M. Rahman − ANTH 105W: Applied Anthropology (3, GE Area: M/I) J. Mullooly	Session 6	− EES 168: California's Earth System (3, GE Area IB) M. Richaud	9 units
Session 7	− ENGL 174: Popular Fiction – Literature of the Central Valley (3) GE Area IC) M. Hernandez	Session 8	− COMM 170: Business and Professional Speaking (3) K. Aguilar − AH 116: Humanities of the Common Era (culminating capstone seminar) (3) A. Mandaville	9 units
			Total courses / units taken over 15 - 24 mos. (~ 4 traditional semesters)	8 courses /37 units

Student C (completes in no more than 50 units)
- Left Fresno state more than three years prior in good standing,
- Enters with 70 units complete,
- Has not completed any upper division GE requirements, and
- Completes Liberal Arts B.A. over eight 7-week sessions: 25 units major coursework + 12 units upper division GE + 13 units electives = 50 units.

Session 1 Fall 2018	− ENGL 160W: Writing Workshop (4, W) A. Mandaville	Session 2 Fall 2018	− PLSI 103: California Politics (3) J. Cummins − NSCI 115: Environmental Earth	13 units

	– PHIL 150: Foundations of Knowledge (3, GE Area: IC) C. Cusick		and life Sciences (3, GE Area: IB) K. Workman	
Session 3 Spring 2019	– PH 104: Global and Cultural Issues in Health (3, GE Area M/I) B. Singh – MUSIC 187. Pop Music: Jazz and Rock (3, GE Area IC) C. Von Berg	Session 4 Spring 2019	– WS 120: Women of Color in the U.S. (3, GE Area M/I) L. Mercado-Lopez – CLAS 114. Mexico and the Southwest 1810-1910 (3, GE Area: ID) P. Gonzales	12 units
Session 5 Summer 2019	– PH 156 Health and Well-being in the Central Valley (3) M. Rahman – ANTH 105W: Applied Anthropology (3, GE Area: M/I) J. Mullooly	Session 6 Summer 2019	– ENGL 177: Literature, Cinema, and the Liberal Arts (4) M. Hernandez – EES 168: California's Earth System (3, GE Area IB) M. Richaud	13 units
Session 7 Fall 2019	– ENGL 174: Popular Fiction – Literature of the Central Valley (3) GE Area IC) M. Hernandez – HUM 110: Humanities of Republican and Imperial Rome (3, GE Area IC) K. Eastin	Session 8 Fall 2019	– COMM 170: Business and Professional Speaking (3) K. Aguilar – AH 116: Humanities of the Common Era (culminating capstone seminar) (3) B. Mandaville	12 units
			Total courses / units offered over 15-24 mos. (equivalent to 4 academic semesters)	16 courses / 50 units

Road map commonalties:
- Students take 1-2 courses/term
- All students take ENGL 160W their first 7-week session
- All students take at least one course from each of the 3 course groups: 1) Foundations, 2) Regional Focus, 3) National and Global Contexts
- All students take AH 116 their final 7-week session.
- All students take at least 25 units in major program.

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

There are no accreditation requirements for this degree.

(WASC 2013 CFR: 1.8)

5. Societal and Public 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.

The B.A. in Liberal Arts Online Degree Completion Program will be the first of its kind in the CSU System. Our sister campuses at Long Beach, Los Angeles, Northridge, San Jose, San Bernardino, and Monterey Bay offer traditional, face-to-face four-year bachelor degrees in the liberal arts, most designed for future elementary school teachers. Fresno Pacific University and UC Merced, the remaining two other public or private institutions within Fresno State's service area, do not offer this degree.

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

Each of the CSU campuses listed above offers the degree as traditional face-to-face four-year degree programs. However, this degree proposal is designed specifically to meet the educational objectives of former Fresno State students who are unable to complete a traditional face-to-face degree program due to life circumstances that prevent them from attending regularly scheduled classes on campus. This degree proposal differs from our sister campuses in that the portion of the degree that is the major itself will be offered completely online as a degree completion program for students who meet a very specific set of admission criteria as detailed above.

As discussed above in Section 3. Program Overview and Rationale:
Currently, regional students (the greater Central Valley of California) have few options for degree completion online beyond expensive private programs such as Fresno Pacific University or for-profit programs such as University of Phoenix. In the CSU system, while 12 campuses offer online BA programs in specialized majors such as Business, Nursing, Liberal Studies for Educators, or Recreation, only three offer programs with more generally applicable majors: Chico (Social Science), Dominguez Hills (Applied Studies), Humboldt (Leadership Studies). Of these none are in the greater Central Valley region and none have the place-based focus (and support) of this proposed program.

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

There are no closely related curricula currently offered at Fresno State.

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

This online degree completion program responds to the Central Valley's workforce employment readiness findings as identified by the Fresno Regional Workforce Investment Board's 2012 Fresno County Employment Study.

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

Fresno Regional Workforce Investment Board's *2012 Fresno County Employment Study*: http://www.workforce-connection.com/files/EmploymnentStudy_2012.pdf

Cultivating careers in the Central Valley, 26 November 2013. Retrieved on 17 February 2015 from: http://news.ucdavis.edu/serach/news_detail.lasso?id=10727

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

6. Student Demand

a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), 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.

Per OIE research, there are upwards of 3,500 former Fresno State students who qualify for admission and who are unlikely to return to a traditional college program. These are adult students who have been successful at Fresno State – and so are uniquely positioned to benefit from and be successful in an online program.

Demand for undergraduate online course offerings at Fresno State has been increasing rapidly in the past three years, both as part of traditional programs and through CGE in special sessions. Once the public got wind of news about planning for this program, we started to receive calls and emails from both prospective students and the local media.

The Central Valley, a region of the state characterized by significant socioeconomic disparity, has the lowest percentage of college graduates in the State - approximately 15% hold a bachelor's degree or higher compared to over 40% of college graduates in the San Francisco Bay area. Given the high unemployment rate locally and need for more educated and qualified employees, providing an additional path for individuals to return to Fresno State to complete a baccalaureate degree contributes to a workforce that can better serve the needs of the Central Valley.

California Lags in Higher Education Performance: Regional and Racial/Ethnic disparities may prevent California from competing globally. Retrieved on 17 February 2015 from: www.csus.edu/help/PDFs/N_Grades%20Are%202008%20Final%20Press%20Release.pdf

This program creates affordable access at a public institution for non-traditional students in our region who have few, if any, affordable choices to complete their degrees.

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.

The U.S. Department of Education designates Fresno State a Minority-Serving Institution in two categories: Hispanic-Serving Institution and Asian American and Native American Pacific Islander-Serving Institution. The university's enrollment demographics are comparably reflective of the agricultural-based economy of our region. Over 60% of all students enrolled are first generation college students. This degree completion program is designed for and will be marketed to all former Fresno State students who meet the admission criteria as described above regardless of any demographic identities. In addition, the curriculum is explicitly designed to meaningful to and so be attractive to the broad diversity of our student demographics.

c. Describe professional uses of the proposed degree program.

Some of the most exciting and innovative advances in human knowledge occur at the intersections of traditional academic disciplines. The kind of intellectual skills provided by rigorous, cross-disciplinary study are increasingly recognized as a solid foundation for success in careers and graduate programs ranging from business and management to medicine. This online degree completion program helps students develop the ability to learn in multiple disciplines, giving graduates the flexibility they need to adapt in rapidly changing work environments.

Liberal Arts students explore new areas of knowledge and new ways of thinking through an intentionally broad curriculum that helps prepare them to contribute critically and substantively in their lives and careers. As stated in 3.a. above, these skills, while important to personal and intellectual growth and enrichment, are also increasingly in demand among employers who seek creative and inquisitive minds, an appreciation for and an ability to apply different methodologies to problem solving, an understanding of the increasingly interdisciplinary nature of knowledge, strong communication skills, and familiarity with the world's diversity of thought and culture.

A degree in Liberal Arts prepares students for a broad range of careers that include a range of jobs in government, journalism, politics, the communications industry, business administration, entrepreneurship, consulting and analysis, law and health fields. Moreover, a liberal arts degree also prepares students for graduate work in a variety of disciplines.

Numerous studies have recently pointed out the value of a liberal arts degree in today's fast moving and highly technological economy. A study discussed in Forbes magazine found that positions as diverse as "intelligence analyst, client service specialist, signals intelligence (SIGINT) analyst, business development manager, and project manager" all sought applicants with liberal arts degrees. The skills emphasized in a liberal arts degree program such as this are highly sought after by employers across the board:

US News reported that "A [survey](#) of 400 employers conducted by The Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills, and the Society for Human Resource Management found that applied skills such as oral communication, critical thinking, creativity and teamwork 'trump basic knowledge and skills, such as reading comprehension and mathematics,' for career success" (2014). https://www.usnews.com/news/college-of-tomorrow/articles/2014/09/22/there-is-value-in-liberal-arts-education-employers-say

Other articles and studies which detail the usefulness of this degree:

Harvard Review:
https://hbr.org/2017/07/liberal-arts-in-the-data-age

Forbes Magazine:
https://www.forbes.com/sites/emsi/2016/10/19/what-can-you-do-with-that-useless-liberal-arts-degree/#3f57180241b8

https://www.forbes.com/sites/georgeanders/2015/07/29/liberal-arts-degree-tech/#41c66067745d

Perhaps most significantly, individuals with a college degree in any major earn 60-80% more on average than those without a degree. This program creates access to a quality college degree for our region's students.

d. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter

Projected degree enrollment for five years

Note: This projection is based on a maximum two-year (8 session) cycle for this degree completion program.

	Initiation year	Year 3	Year 5
Number of majors	30	60	60
Total Number of graduates	0	60	60

e. Assumes 100% retention rate after entering major in year two.

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.

See attached memo from Dr. Scott Moore, Dean Continuing and Global Education verifying consultation and support on staffing and support resources for proposed program.

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. 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)

- **Dr. Kimberly Aguilar**
  Assistant Professor, Communication, tenure-track
  Ph.D. in Communication from the University of Utah, 2015

  Research focused on classroom participation, cold calling, and communication apprehension. Current research emphasizes online teaching, understanding how both instructors and students in virtual learning environments conceptualize conflict, and the resulting effects interpersonal conflict potentially has on the teacher-student relationship. Member of the National Communication Association and the Western States Communication Association (WSCA). Dr. Aguilar is an active member of the WSCA Communication and Instruction Interest Group where she has served as the secretary and earned Top Paper Awards for her research in 2009, 2011, and 2015.

- **Dr. Jeff Cummins**
  Associate Professor, Political Science, tenured
  Ph.D. in Political Science from the Claremont Graduate University, 2003

  Teaching and research areas focus on American politics and public policy, including state politics and policy, public budgeting, and the presidency. Author of *Boom and Bust: The Politics of the California Budget* (Berkeley Public Policy Press) and co-author of *California: The Politics of Diversity* (Cengage Learning). Research is published in *American Politics Research, State Politics and Policy Quarterly*, *Social Science Quarterly*, and *Congress and the Presidency*, among other journals. Worked for the California State Auditor and the Legislative Analyst's Office (LAO) in Sacramento.

- **Dr. Carolyn Cusick**
  Assistant Professor, Philosophy, tenure-track
  Ph.D., Philosophy, Vanderbilt University, 2012

  Author of numerous book chapters and articles on feminism, race, and phenomenology. Her most recent article Forthcoming: "Listening to Fanonian Humanism" is an invited paper to special issue on the Humanism of Frantz Fanon for *Listening: A Journal of Religion and Culture.*

- **Dr. Kristi Eastin**
  Associate Professor, Classics and Humanities, tenured

Ph.D., Comparative Literature, Brown University, 2009

Recipient of Sally Casanova Pre-Doctoral Fellow, the Tokalon Memorial Award for Women, and was the Honorable Mention for CSU, William Randolph Hearst—CSU Trustee's Award. Research focused on illustrated editions of Virgil. Awarded a Research Grant from the Friends of the Princeton University Library to work in the exceptional Junius S. Morgan Virgil collection at Princeton.

- **Philip Gonzales**
  Lecturer, Chicano and Latin American Studies
  M.A., Counselor Education, Fresno Pacific University
  Community College Credentials: Ethnic Studies, TESOL, Professional Education
  California Life Teaching Credential, UC Irvine, 1978

  Mr. Gonzales is a long-time instructor in Ethnic Studies and Chicano and Latin American Studies.

- **Dr. Melanie Hernandez**
  Assistant Professor, English, tenure-track
  Ph.D. in English from University of Washington, 2015

  Specializes in nineteenth-century U.S. literature, with an emphasis on comparative African American and Chicano Studies. Research focuses on strategic racial performance, authenticity politics and social policing, and violent racial satire. Extensive experience in television and radio production. Played significant role in launching the Oxygen network and ABC's *The View*. Hosted LA's morning commuter program on K-EARTH 101. Also did production work for *Saturday Night Live!*, *E! News Daily*, *The Howard Stern Show*, and *Eyewitness News*. She was a Jay T. Last Fellow in visual culture at the American Antiquarian Society.

- **Dr. Maria-Aparecida Lopes**
  Professor, Chicano and Latin American Studies and History, tenured
  Ph.D. in History, El Colegio de México, Mexico City, Mexico, 1999

  Primary research on commercial relations between Mexico and the United States focused on livestock exchanges from the late nineteenth century to mid-twentieth century. Her article "Revolution and Livestock Economy in Northern Mexico" (Revolución y ganadería en el norte de México) published in 2008 by Historia Mexicana, won Honorable Mention for the category Twentieth Century Mexican History awarded by Mexican Committee of Historical Sciences (Comité Mexicano de Ciencias Históricas), Mexico, July 7, 2010. Other research on Mexico-U.S. relations include a comparison between the Brazilian and the Mexican independence movements; socioeconomic aspects of the development of the cattle industry in Mexico

and Brazil; the creation and evolution of urban centers in South America; and Brazilian land laws in the nineteenth century.

- **Dr. Alison Mandaville**
  Associate Professor, English, tenured
  M.F.A., Creative Writing, Ph.D., Literature, University of Washington, 2002

  Specializes in Writing Studies, Comics and Graphic Literature, and American literature in a global context. A Fulbright Scholar to Azerbaijan (2007-8), she has held writing residencies at *Hypatia-in-the Woods, Hedgebrook,* and *Willapa Bay AiR* for her work in poetry and translation. She is the recipient of two UNESCO grants for translation of poetry by women from Azerbaijan. She has published numerous articles and book chapters in the field of comics studies. Prior to teaching at Fresno State, she served as visiting professor at Pacific Lutheran University and Luther College and lecturer at Western Washington University and the University of Washington. She taught and advised students for several years (2000-2006) as visiting core and associate faculty with the Antioch University Seattle Liberal Arts BA completion program.

- **Dr. Larissa Mercado-Lopez**
  Associate Professor, Women's Studies, tenured
  Ph.D. English/Latina Literature from University of Texas at San Antonio, 2011

  Serves on the Executive Committee for the Society for the Study of Gloria Anzaldúa, and is a member of the editorial board for the scholarly journal, Chicana/Latina Studies. Dr. Mercado-López's book manuscript *Mestiza Mat(t)ers: On the Corporeal Contours of Maternal Knowledge* merges the Chicana philosophies of Gloria Anzaldúa, Cherríe Moraga, and Maria Lugones, with works in feminist phenomenology by Iris Marion Young, Linda Alcoff, Jacqueline Martínez, and Mariana Ortega, to show how mestizo mothers construct opposition knowledges through the social and bodily lived experiences of mestizaje and maternity.

- **Dr. James Mullooly**
  Professor, Anthropology, tenured
  Ph.D. in Anthropology and Education from Columbia University, 2003

  Directs the Institute of Public Anthropology (IPA), and is a regional specialist in applied projects that require qualitative research and oversight. IPA conducts grant based projects, partners with public and private organizations and conducts pro bono educational research with students. It serves as the organizational umbrella for three inter-related areas of applied anthropological research: the anthropology of organizations, community planning and development, and ad hoc applied research projects undertaken at the request of community members and organizations.

- **Dr. Mohammad Rahman**
  Assistant Professor, Public Health, tenure-track

Ph.D. in Health Policy from Brandeis University, 2006

Member of IHEA (International Health Economics Association), Academy Health, and the APHA (American Public Health Association). Research includes: Management of Healthcare Organizations, Healthcare efficiency analysis, International Health, and Telemedicine/E-Health. Current research projects include: Health Enterprise Zone in the San Joaquin Valley, Efficiency of Rural Health Clinics in the San Joaquin Valley, and E-health in the San Joaquin Valley.

- **Dr. Mathieu Richaud**
  Associate Professor, Earth and Environmental Sciences, tenured
  Ph.D., Geosciences, Northern Illinois University, 2006

  Research comprises the broad fields of paleoceanography and global change with an emphasis on the geochemical cycles of marine carbon and their variations in the past within the equatorial Pacific and Atlantic. His approach is interdisciplinary in nature, involving studies in stable and radio–isotopes, organic geochemistry and micropaleontology.

- **Dr. Chandra Shekar**
  Lecturer, Linguistics
  PhD, Linguistics, University of Washington, 1994

  A lecturer in the linguistics department at Fresno State since 1990, Dr. Shekar has taught a variety of courses including LING 10: Introduction to Linguistics, LING 146 English Grammar for Language Teachers, LING 130: Language and Gender, and LING 115: Language, Culture, and Society. He has published his work on Asian languages in and presented at conferences including ICLLS Hong Kong (2017) and SALA at University of Texas, Austin (2003). His current research interests include work on complex predicate structure and its theoretical implications; long-distance reflexive binding; verbal reflexives; syntax of scrambling operation in Kannada and related languages; syntax of scope and syntax of nominalization in Kannada., and status of PRO in minimalism.

- **Dr. Don R. Simmons**
  Distinguished Lecturer, Humanics
  Ph.D., Texas A&M University, Organizational Leadership, 1983

  Dr. Simmons is a national consultant with Community Benefit Organizations, specializing in Volunteer Leadership, Strategic Planning and Board Engagement, and Distinguished Lecturer in Humanics at California State University, Fresno. Previously, Dr. Simmons served as Associate Professor of Business at Biola University and Director of the Center for Volunteerism and Community Service at Occidental College. He was Director of Continuing Professional Development and Associate Professor of Education at Golden Gate Theological Seminary. He is the author of hundreds of articles and monographs on volunteer engagement and community leadership. Dr. Simmons was a member of the board of the Association of Volunteer

Administrators, the Volunteer Centers of Orange County, La Mirada, and Marin County. In addition to teaching at Fresno State, he also teaches at Fresno Pacific University, and serves as chair of the Fresno City's Historic Preservation Commission, the Lowell Community Development Corporation and the Whitney Foundation.

- **Dr. Bhupinder Singh**
  Assistant Professor, Physical Therapy, tenure-track
  Ph.D. in Physical Rehabilitation Sciences from the University of Iowa, 2013

  Research includes: Three-Dimensional Real Time Analysis of Common Rehabilitation Exercises in Children and Adults, Electromyographic Analysis on the Specific Exercise and Angle of Activation of the Lower Trapezius Muscle in the Female College-Aged Population, Electromyographic Analysis of Core Muscle Activation during Lumbar Stabilization Exercises, and Do Fitness and Fatigue Affect Balance and Gait Biomechanics in Overweight and Obese Children?

- **Mr. Craig VonBerg**
  Lecturer, Music
  MA, Composition and Performance, University of Nevada, Reno, 1999

  An experienced jazz pianist, composer, published arranger, clinician and educator, he has taught various jazz-related subjects at California State University, Fresno since 2000, including jazz ensemble, jazz theory/improvisation and jazz composition/arranging. A significant part of his assignment is teaching an upper-division course, Popular Music: Jazz & Rock, which identifies key trends in jazz, blues and rock. As a performing musician, he has appeared with the Fresno Philharmonic on numerous concerts, accompanied noted jazz guest artists at the Reno, San Joaquin, Cuesta College and City Jazz (Fresno City College) Festivals, and has held recitals at Fresno State's Ellipse Gallery in the Henry Madden Library and Valley Music Center. He has headed a successful jazz performance series and Jam session, *Jazz Jam at Tokyo Garden*, since 2003, the longest continuously running series of its kind in the Valley.

- **Ms. Kerry Workman Ford**
  Lecturer, Earth and Environmental Sciences
  M.S. in Earth and Environmental Sciences from Fresno State, 2003

  Ms. Ford's research interests include late Cretaceous - early Tertiary Moreno Formation in the Panoche and Tumey Hills of central California. She is a long-time successful instructor at Fresno State.

b. Describe facilities that would be used in support of the proposed program.
   This online degree completion program requires limited physical space. A ¾ time advisor, housed within the College of Arts and Humanities, will be remunerated via self-support

funding. Online classes require hosting with the university's Learning Management System, the license for which does not require modification.

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

The Henry Madden Library (HML) is modern, ADA compliant, and is a campus hub that prides itself in providing comprehensive and outstanding service to all. The library staff are experts in both discipline specific holdings as well as in electronic journal subscriptions, databases, and other learning resources. Moreover, HML maintains a laptop loaner program for students and faculty and houses the campus Instructional Center, which provides tutoring support for students in all disciplines.

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

Fresno State's Center for Faculty Excellence (formerly TILT), also in HML provides comprehensive resources and support for students and faculty engaged in online teaching and learning.

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.

A ¾ time academic advisor will be remunerated by the Division of Continuing and Global Education (DCGE) to provide individualized academic advisement for qualified individuals admitted to this program. Cost will be recovered from the student fees. The advisor will be housed and supervised by the College of Arts and Humanities.

Please see attached Memo from Interim Dean of DCGE, Dr. Scott Moore.

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).

No additional physical facilities will be required for this program.

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.

No additional library resources are required for this online degree completion program.

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.

No additional academic technology, equipment, or specialized materials will be needed to implement and sustain the program beyond what the campus already provides.

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.

This degree completion program leading to the conferral of a B.A. in Liberal Arts will be delivered completely online over 15-24 months - two calendar years in segments of seven-week courses.

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

Considerable market research has been conducted to understand the financial viability of the proposed program. The Fresno State campus has reviewed its resources and growth priorities for the upcoming 10 years. After careful analysis of available funds, we have concluded the State of California allocation to the Fresno State campus is unavailable to the implementation of this large, interdisciplinary program. Limited class size and large options for students would make this program costly for State funding. Fresno State has determined self-support is the only reasonable funding source.

c. Explain how at least one of the following additional criteria shall be met:
    i. The courses or program are primarily designed for career enrichment or retraining;
    ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
    iii. The course or program is offered through a distinct technology, such as online delivery;
    iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
    v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.

Noting iii above: The program will serve a population of students currently not being served by the university. The students will have dropped out and not returned to the university for a minimum of 3

years. This population of students has aged, become work-dependent and spread over Fresno State's large service area, making traditional campus-based face-to-face modality largely impractical. Our Office of Institutional Research estimates a 96% likelihood that this population of students will not return to finish the baccalaureate degree.

Therefore, courses in the program are designed for online modality following rigid quality standards. Course content has been crafted from best practice standards around a common online template. Each participating faculty member has participated in at least one online training program recognized by our campus' online experts.

In addition to the online delivery of this program (iii), students within the client group will require personalized advising services to ensure successful completion of the degree and a customized roadmap. The salary for a dedicated academic advisor for this program is factored into the cost of delivery. Faculty teaching courses within the program will be compensated using bargained self-support salary schedules.

    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 and listed below):

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)
This program operates in self-support, not state-support. State funds are not available to offer this new interdisciplinary degree, which brings faculty from four colleges together to create a new major. No state funds should be impacted by this program. Costs associated with the program are to be covered, entirely, by student fees.

CGE is responsible for all costs associated with this self-support program. CGE will pay faculty salary in overload using bargained salary schedules. CGE relieves the State for benefit cost of additional faculty salary. CGE will relieve the CAH of ¾ of an advisor's salary to support this program. CGE will financially support the academic coordinator with either additional pay or release time (in consultation with the Department & College forecasting State teaching needs). CGE's overhead cost includes marketing and recruitment. Admission costs will be paid by CGE. Admission decisions will be shared between the advisor and coordinator with support from CGE. Other administrative or operational costs are the responsibility of CGE.

Student per-unit cost:
Student per-unit cost is $400.00, consistent with per-unit cost of similar undergraduate courses in Continuing and Global Education (approximately $300-375); increased slightly to remunerate cost of College advising services.

Number of units producing revenue each academic year: A minimum of 25 number of units produce revenue each academic year.

Total cost a student will pay to complete the program:
The estimated total cost, comprised totally of student-fees, is $10,000 based on the minimum units needed (25) multiplied by the per-unit cost ($400) to complete the program/degree. Some students may need additional units to complete the program/degree.

This program will last two years. Two years at Fresno State as a state-funded student would cost $13,164 ($6,582 each year).

Financial Aid:
Students participating in the program will be eligible for all financial aid except the State University Grant (SUG).

Revenue:
Revenue is sufficient to cover costs associated with the self-support program. For the purpose of approval, we have drafted the attached budget to ensure fiscal stability, even when incorporating attrition (one student per cohort). Cohort 1 has an estimated 27 head count.
In Cohort 1, we estimate a total of $270,000 in student fees.

Direct Expenses: We have budgeted the following for Cohort 1:
      Instructional costs: $58,104 (Salary Schedule 2322 with rate at Associate Professor) and
      Faculty Benefits: $5,128
      Advisor Salary: $75,000
      Advisor Benefits: $6,000
      Coordinator Pay: $6,000
      Operational, marketing, technology and ongoing support costs – (e.g., facility rental) are included in Continuing and Global Education overhead (see below, indirect expenses).

Indirect Expenses: Self-support programs have several indirect expenses. We have budgeted the following for Cohort 1:
- Campus General Fund Reimbursement: $10,800
- Accounting Services: $4,995
- State Controller's overhead $2,799
- Extended Education overhead $78,300
- Chancellor's Office overhead $10,800

Net income for Cohort 1, is forecasted to be $12,173. Net revenue is shared between the College (75% or $9,130) and the Provost (25% or $3,843)

Other cohorts are listed with a 4 percent attrition (n=1).

Any additional revenue sources (e.g., grants). No additional revenue sources are noted at this time.

	Cohort 1	Cohort 2	Cohort 3
REVENUE ASSUMPTIONS			
Projected Enrollment	27	26	25
Registration Fee Per Unit	$400	$400	$400

		25	25	25
	Total Units	25	25	25
REVENUE ESTIMATES				
	Cohort Revenue	$270,000	$260,000	$250,000
	Revenue Subtotal	**$270,000**	**$260,000**	**$250,000**
EXPENDITURE ASSUMPTIONS				
1	General Fund Reimbursement Percentage	4%	4%	4%
2	Accounting Services Surcharge	1.85%	1.85%	1.85%
3	Chancellor's Office Overhead Percentage	4%	4%	4%
4	State Controller's Office Overhead Percentage	1%	1%	1%
5	Continuing & Global Education Overhead Percentage	29%	29%	29%
6	Faculty Salaries for 12 Units (note 1)	$58,104.00	$58,104.00	$58,104.00
7	Program Coordinator Pay	$6,000	$6,000	$6,000
8	Faculty & Advisor Benefit Rate	8%	8%	8%
9	Advisor Pay	$75,000.00	$75,000.00	$75,000.00
EXPENDITURE ESTIMATES				
1	General Fund Reimbursement Percentage	$10,800.00	$10,400.00	$10,000.00
2	Accounting Services Surcharge	$4,995.00	$4,810.00	$4,625.00
3	Chancellor's Office Overhead Percentage	$10,800.00	$10,400.00	$10,000.00
4	State Controller's Office Overhead Percentage	$2,700.00	$2,600.00	$2,500.00
5	Continuing & Global Education Overhead Percentage	$78,300.00	$75,400.00	$72,500.00
6	Faculty Salaries for 24 Units (note 1)	$58,104.00	$58,104.00	$58,104.00
7	Program Coordinator Pay	$6,000.00	$6,000.00	$6,000.00
8	Faculty Benefits	$5,128.32	$5,128.32	$5,128.32
9	Advisor Benefits	$6,000.00	$6,000.00	$6,000.00
9a	Advisor Pay	$75,000.00	$75,000.00	$75,000.00
	Expense Subtotal	**$257,827.32**	**$253,842.32**	**$249,857.32**
	Net Income	**$12,172.68**	**$6,157.68**	**$142.68**

1. Based on salary schedule 2322 issued 7/1/17 and all professors at rank of Associate Professor.

Additional Documentation

Submit completed proposal packages to:
APP@calstate.edu

Academic Programs and Faculty Development
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Contact Us

Dr. Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development
Phone (562) 951-4672 cmallon@calstate.edu
Academic Programs and Faculty Development is on the Web http://www.calstate.edu/APP/

Contact Extended Education

Dr. Sheila Thomas, Assistant Vice Chancellor and Dean, Extended Education
Phone (562) 951-4795 sthomas@calstate.edu