**MODIFY AN EXISTING PROGRAM**

**Converting Pilot Programs to Permanent Program Status**

The California State University allows a limited number of degree programs that meet certain criteria to be established as “pilot programs” without review beyond the campus level. Pilot programs are proposed to the Chancellor’s Office and after a policy-compliance review, may be authorized to admit students for up to five years, at which point the program must be phased out or converted to permanent program status. Conversion to permanent program status requires that the campus submit to the Chancellor’s Office a pilot-conversion proposal (see template below). Campuses electing not to convert to permanent status are expected to submit a letter of discontinuation, specifying program teach-out provisions.

**REQUEST TO CONVERT A PILOT PROGRAM TO PERMANENT PROGRAM STATUS | PROPOSAL TEMPLATE**

1. **Program Type (support mode and delivery format)**

a. State-Support

b. Self-Support

c. Delivery Format: fully face-to-face, fully online, or hybrid program

1. **Program Identification**
2. Campus
3. Name of the department(s), division, or other unit of the campus that will offer the proposed permanent degree program. Identify the unit that will have primary responsibility.
4. Full and exact degree designation and title (e.g., Master of Science in Materials Science, Bachelor of Arts in History).
5. Term and academic year of intended implementation of the permanent program (e.g., Fall 2025).
6. Catalog copy of the program description and program learning outcomes.
7. Total number of units required for graduation. This includes all requirements, not just major requirements.
8. Degree Roadmaps: For bachelor’s degree programs, provide a 4-year major roadmap and a 2-year transfer roadmap. For master’s degree programs, provide a term-term major roadmap. Degree roadmaps should outline the required major courses and other major/university requirements and the recommended sequence of all program requirements (see below for more details).

**THE DEGREE ROADMAP** serves as a visual presentation of the department’s recommended pathway for the achievement of all degree program requirements. Thus, the degree roadmap is an invaluable advising tool for students and their advisors. While there is no prescriptive format for the roadmap, at a minimum, the roadmap should reflect the recommended:

* Courses by term
* Number of units for each course
* Total number of units per term
* Timing of completing any offsite, internship, and/or capstone requirements (the culminating experience must be indicated for master’s programs)
* For undergraduates, GE/breadth course taking pattern, indicating any potential double-counting with major requirements. Note: the 2-year transfer roadmap assumes an upper-division transfer pathway and should not include any lower-division GE requirements.
1. If the program has undergone any substantive changes (e.g., change in delivery mode or change in location) that would warrant WSCUC Substantive Change review, the campus is required to attach a copy of the WSCUC Sub-Change Screening Determination letter.
2. **Program Evaluation**
3. Provide evidence of a thorough program evaluation, including an on-site review by one or more experts in the field. Describe any improvement plans that are underway based on feedback from the program review.
4. Provide a description of the metrics used to evaluate student achievement of program learning outcomes and any programmatic changes that resulted from learning outcomes assessment of the degree program. If any achievement gaps were identified, what programmatic changes are underway to address them?
5. Provide evidence of program sustainability, including year-to-year student enrollments, student retention, degree conferrals (if any), and projected student demand over the next five years.
6. Describe any plans to increase student enrollment, including inclusive recruitment strategies and how the campus will ensure that all prospective students have equitable access to the program.
7. Identify the professional uses of the program and provide applicable workforce demand projections and other relevant data. Note: Helpful resources for demonstrating workforce demand may be found at the following sites:
	1. [US Department of Labor, Bureau of Labor Statistics](http://www.bls.gov/)
	2. [California Labor Market Information](http://www.labormarketinfo.edd.ca.gov/)
8. **Existing Support Resources for the Degree Program**
9. List faculty who 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)*
10. Describe facilities that would be used in support of the proposed program.
11. Provide evidence that the institution offers equitable student access to both electronic and physical library and learning resources.
12. Describe available academic technology, equipment, and other specialized materials needed in the program.
13. Describe the academic support services that are available to students in the program (including fully online students), and how the campus ensures that all students have equitable access to these services.

**5. Self-Support Programs**

**Please consult the most current policy version: [Extended Education; Self-Supporting Instructional Courses and Programs](https://calstate.policystat.com/policy/10548254/latest/%22%20%5Cl%20%22autoid-v2y9x%22%20%5Ct%20%22_blank)**

* 1. Confirm that the proposed program is not offered at places or times likely to supplant or limit existing state-support programs.
	2. Explain how state-support funding is either unavailable or inappropriate.
	3. Explain how at least one of the following additional criteria is met:
		1. The courses or program are primarily designed for career enrichment or retraining;
		2. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
		3. The course or program is offered through a distinct technology, such as online delivery;
		4. 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;
		5. 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.

* 1. For self-support programs, please use the [budget template](https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/program-development/Documents/5-year-budget-template-sample.xls) to 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 included in the template. While we have tried to anticipate common budget elements, please edit the template as needed to adapt to your program.

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**EMAIL COMPLETED PROPOSAL PACKAGES TO:** **degrees@calstate.edu**

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