Program Presentations

**Academic Programs and Graduate Studies - Sue Opp**
- One question is whether the task group wants to go down to the Option level, and if data is available.
  - The source will be graduates with a selected option
  - New options will have no data
  - Options may not share the same core courses
- Minors can be taken without a major
- Certificates – for a specialized area of training
- Credential programs
- Online programs
- Single Subject Preparation Programs
- Other: Athletics  
  Early Start  
  Remediation  
  SB1440
- Some graduate degrees may have no specified curriculum or very specified curriculum with cohorts, plus things in between
- Program = anything that consumes resources (money, people, technology, space, etc.)
- To Do:
  - On list that was sent out – add no option option for MBA
  - Have each of the deans review the list for accuracy

**College of Business and Economics (CBE) - Jagdish Agrawal**
- Some options with low enrollment have reasons for existence
- Some options have few graduates but the individual classes are always full
- Options may not have enough students because there is no faculty but there are students that want to take it
- Such situations can be addressed through the qualitative data
  - Template needs some instruction, notation regarding qualitative info, history as well as potential

**Undergraduate Studies and General Education - Sally Murphy**
- GE is defined by the Chancellor’s Office but there is some flexibility
- GE program is distributed across the campus
- Most departments offer some GE course(s)
- Peer Mentor Program – comes with a curriculum but it is a support program
  (which group should review this program)
• There will be programs that are difficult to categorize as either instructional or support
• The Task Groups should come together to discuss those fuzzy program areas

**College of Education and Allied Studies (CEAS) - Carolyn Nelson**
• Credentials are nested within the masters program
• Credential leads up to the masters program but should be separated
• CEAS also includes Speech Pathology from CLASS – students apply for credential
• To Do:

**College of Science (COS) - Michael Leung**
• College of Science covers a wide variety from GE to MS
• Some options exist out of necessity
• There is a holistic science to what a department does even if it doesn’t have a large major
• Look at what is required to provide the program rather than the amount
• We don’t exist in isolation
  o How do we compare to other CSU campuses? Compare to external standards.
• Sometimes it’s about packaging.

**Department of Continuing and International Education (DCIE) - Brian Cook**
• DCIE is an administrative unit that supports the academic side
• If a program is not deemed to be supported by the college then they can pursue self support
• Many programs are self-supported – but do they still use resources?
• Continuing Ed does the yearly analysis to see what programs are most useful
  • Close an avg. of 20 programs per year (some programs don’t even work out.)
  • Were all certificate programs, mostly non credit
  • Open 15 new programs on average per year
• Extension credit is academic credit that has been approved by colleges that is applicable to be transfer toward a degree
• Special Sessions – a degree/cert/credential that is approved and in the catalog that is offered via special session. 100% subsidized by tuition
• Self-support is a financial model
  • DCIE programs are academic programs. The curriculum is different, different financial model, different modality

**College of Letters, Arts and Social Sciences (CLASS) - Kathleen Rountree**
• Consider the difference between programs with licensure and accreditation
• Also consider program benefits with the costs
• You cannot use the same metric in the same way for a unit that is heavily involved in GE
• Overlap in units where GE courses and major courses are the same with the same faculty
• Colleges operate as an economy and deans balance that economy
  o One portion might make a profit to cover the cost of another.
  o Programs are dependent on each other.
• Be careful about interrelationships
• Defining a program: funding must be included

Soliciting Campus Input
• Should the task group solicit campus input on criteria now, before discussion by the group?
  o Should this question be posted to the Steering Committee and VPs?
  o Such an approach will help because people are anxious and concerned
  o Should this process have information forums / town halls?
  o Be clear what we are asking for, establish deadline and limit amount of material submitted.

Substantive vote protocol
• Ballots should be filled out and submitted to Lori
• Every member most vote for substantive matters.

Key points from the Deans will be distributed to the group.

TASK: Between now and the next meeting, think about program definition.