



COMMITTEE ON INSTRUCTION AND CURRICULUM

14-15 CIC 35
April 27, 2015

TO: Committee on Instruction and Curriculum and the Academic Senate

FROM: CIC Graduate Programs Subcommittee

SUBJECT: 14-15 CIC 35: Guidelines for Master's Program Conversion from Quarter to Semester

PURPOSE: For Information to the Academic Senate

ACTION REQUESTED: Acceptance by the Academic Senate and dissemination to faculty affiliated with graduate programs

BACKGROUND INFORMATION:

Background Information: The attached guidelines were developed to assist CSUEB's master's programs in their conversion from quarters to semesters. These guidelines were revised by the Graduate Programs Subcommittee, which also recommended dissemination via the Academic Senate. Except where indicated as either CSUEB and/or CSU policy, they are intended as recommendations and resources. There are no new policies or procedures in this document.

Guidelines for Master's Program Conversion

1. Overview

The CIC Graduate Programs Subcommittee recommends that prior to making semester conversion decisions regarding graduate programs the program faculty should review the attached document "Definitions of Graduate Level Instruction in the CSU" (EP&R 82-39, Revised November 2014)*. This document provides a good overview of the expectations for a graduate course in general and for different formats of graduate courses. It also describes the three options required for a master's program culminating experience: the thesis, project or comprehensive examination.

2. General Structure (based on CSU and CSUEB policies)*

Please note that for the requirements below, individual programs may establish stricter standards than the university or CSU requirements.

1. All master's programs on a semester calendar must consist of a minimum of 30 semester units. Programs that are currently above 45 quarter units should move to the nearest approximate number of semester units. Any significant changes to the unit total of a program should be discussed with the appropriate college dean and with APGS.
2. At least 50 percent of all of the units required for the master's degree must be in stand-alone graduate level courses, i.e. those not scheduled to meet at the same time and place as an undergraduate course. Please note that proposed changes to Title V of the California Education Code may increase this requirement to 60 percent.
3. No lower division courses may count towards a master's program degree requirements.
4. Not more than six semester units may be required for a thesis or project.
5. All graduate programs must require the completion of a thesis, project, or comprehensive examination. Please make sure that your curriculum revision document clearly identifies what the culminating experience (or choice of experiences) is for your program.
6. Graduate programs are encouraged to include a course in their curriculum that meets the University Writing Skills Requirement.
7. "To ensure the integrity of degree programs, each approved degree title is to be associated with only one set of curricular requirements. Requirements in addition to the core curriculum may be achieved through use of subprogram (an option, concentration, or special emphasis)... The program core shall represent the majority of required units so that the program's student learning outcomes can be achieved by all enrolled students, regardless of subprogram pursued." (CSU Academic Planning Guide, p. 162).

* See [CSU Program Planning Guide](#), pps. 89 – 105)

3. [WASC Standards of Accreditation](#)

1. The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice.

Resources:

[Bloom's Taxonomy](#) --- graduate program and course student learning outcomes should be at the highest levels of the taxonomy, e.g. analyzing, evaluating, and creating.

The [Degree Qualifications Profile](#): Describes expected levels of learning at the master's level on the dimensions of specialized knowledge, broad and integrative knowledge, intellectual skills, applied and collaborative learning, and civic and global learning.

2. The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff and external stakeholders. The institution's faculty take collective responsibility for establishing appropriate

standards of performance and demonstrating through assessment the achievement of these standards.

3. The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.
4. Institutions are expected to define the meaning of the undergraduate and graduate degrees they confer and to ensure their quality and integrity. “The degree as a whole should be more than the sum of its traditional parts: courses, credits, and grades. Exploring the meaning of a degree thus involves addressing questions about what the institution expects its students—undergraduates and graduates alike—to know and be able to do upon graduation, and how graduates embody the distinct values and traditions of the institution through their dispositions and future plans. It leads to analysis of how effectively courses, curricula, the co-curriculum, and other experiences are structured, sequenced, and delivered so that students achieve learning outcomes at the expected levels of performance in [core competencies](#), in their majors or fields of specialization, in [general education](#), and in areas distinctive to the institution. It means ensuring [alignment](#) among all these elements, and maintaining an assessment infrastructure that enables the institution to diagnose problems and make improvements when needed. Not least of all, it means developing the language to communicate clearly about the degree—what it demands and what it offers—to internal and [external](#) audiences.” (WASC Accreditation Handbook)

4. Recommended Curriculum Structure Template:

Program Description (See MS HCA for example)

Student Learning Outcomes

Students graduating with a Master’s in X will be able to:

Career Opportunities

Admission

This section should include information regarding what the program’s admission requirements are and what supplemental application documents must be submitted. (See MPA for an example.)

Student Standing and Progress Toward the Degree (See MSW for example)

1. Conditionally Classified Graduate
2. Classified Graduate
3. Advancement to Candidacy

Cause for Dismissal (See MSW for example)

Degree Requirements (Overview of program requirements. See MSW for example).

Curricular Requirements (X units)

Prerequisites

Core Requirements (X units)

(Suggestion: If no common core of coursework is possible, specify categories of courses that align with program learning outcomes so that students in all options will be able to achieve PLOs by taking a course from each category. See B.A Philosophy curriculum in current catalog for example.)

Options (X units)

Electives (X units)

Capstone (X units)

If students have choice of capstone experience, specify what those choices are and any other related requirements related to choice of capstone.

University Writing Skills Requirement – programs are encouraged to include a course in the program required curriculum that may be approved to fulfil the University Writing Skills Requirement.

5. Conversion Deliverables

Conversion – The minimal changes necessary to offer current courses and programs on a semester-based system. Learning outcomes and pedagogical strategies employed in converted courses will remain about the same. The number of semester units will be the nearest whole number of converted quarter units. For example, 4 unit quarter classes would become 3 unit semester classes in which case the academic program would lose a couple of courses in this conversion.

Deliverables

Program modification request

New course requests

Updated curriculum map

Updated assessment plan

Updated roadmap

Transformation – significant changes to the curriculum that may include:

- Integrating high-impact educational practices into courses
- Integrating institutional learning outcomes into program learning outcomes and student learning outcomes

- Significant modification of program learning outcomes and ways these outcomes are achieved.
- Implementing new curricula and pedagogies informed by research
- Implementing “student success” strategies to improve retention and graduation
- Consolidating options
- Updating curriculum to better prepare students for work, life, and citizenship in the 21st century.

Deliverables

Program modification request

New course requests

New or revised program objectives

New or revised program learning outcomes

New or revised curriculum map

New or revised assessment plan

New or revised roadmap

Expanded course outlines

[Faculty Resources for Curriculum Design and Assessment](#)