

Faculty & Chairs Self-Support Program Guide

from *idea* to *launch*



FRESNO  **STATE**
Continuing and Global Education

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I have a great idea for a new program that I would like the University to offer.

What do I do next?

You've started at the right place by reading this *Faculty & Chairs Self-Support Program Guide*. The Division of Continuing and Global Education (CGE) at California State University, Fresno is the arm of the University that helps bring new programs on board to

serve the community and its broad variety of nontraditional and traditional students.

Because your innovative ideas play a key role in helping the University thrive, we want to encourage your involvement by explaining what it takes from the time you present your idea to the time it can be offered to the public. We can help you develop self-support programs for working adults and lifelong learners through traditional and nontraditional, credit and non-credit, face-to-face, and online educational experiences. Programs are delivered at times, in formats, and at locations that meet the needs of our students.

CGE partners with Fresno State's academic colleges to offer a wide range of credit-bearing courses, certificates, and degree programs. Responsibility for all academic aspects of these programs lies with the academic faculty, departments, and colleges, while responsibility for administrative functions lies with CGE.

This guide provides an overview for working with CGE to develop and implement such self-support programs as:

- Degree Programs
- Certificate Programs
- Non-Credit Programs
- Stand-Alone Courses
- Programs offering Continuing Education Units (CEUs)

We encourage you to use this *Guide*, and to provide comments and suggestions on how to improve this document. For further assistance about developing self-support programs, please contact CGE at cgeinfo@csufresno.edu or call us at 559.278.0333. Our main office is housed in the Kremen Education Building, Room 130.

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Abbreviation Key

AA	– Academic Affairs
APM	– Fresno State’s Academic Policy Manual
CGE	– Division of Continuing and Global Education
CO	– Chancellor’s Office
E.O.	– Executive Order of the CSU Chancellor’s Office
FAQ	– Frequently Asked Questions
WASC	– Western Association of Schools and Colleges
AP&P	– Academic Planning and Policy Committee

An Overview of CGE's Structure and Program Types

This section provides a general overview of the CGE's programs. Depending upon the type of program you would like to develop (e.g., credit vs. non-credit, degree vs. certificate, etc.), the specific steps and tasks necessary at each phase will vary. *Note: There is a Frequently Asked Questions (FAQ) section beginning on page 16 of this document.*

CGE offers a multitude of programs, each of which is "self-support." This means each program must maintain independent fiscal health. There are two common ways CGE offers programs. One is to offer programs through Extension, which is usually the vehicle for stand-alone courses, third-party contracts, or non-credit activity offered to students and community members. Anecdotally, you may hear Extension classes referred to as "Non-credit Community Education Classes." Most students are limited to 24 units of extension credit, if they intend to apply CGE credit to their baccalaureate degree.

The more common vehicle for offering programs is through Special Sessions. CGE's Special Session Programs are quite diverse. Special Sessions are designed for specialized populations or circumstances. Chancellor's Executive Order 1047 explains:

Special sessions are a means whereby the instructional programs of the CSU can be provided to matriculated students on a self-support basis at times and in locations not supported by State General Fund appropriations. ... Examples of special sessions include: interim sessions between college year terms; programs of a continuing nature offered at military bases, correctional facilities, and other distant or isolated locations; and instructional programs for a specific client group requiring special services. (www.calstate.edu/eo/EO-1047.html)

On the Fresno State campus, Special Sessions include Summer Session, Winter Intersession, and May-June Intersession; however, Special Sessions can be scheduled at any time during the year, depending on the program needs.

While programs are offered either under the umbrella of Extension or Special Sessions, the major types of programs we offer include:

① Degree Programs

Some of CGE's most successful programs are self-support degree programs. For example, CGE partners with the Craig School of Business to offer the Executive MBA program, and the Accelerated Bachelor's of Business Administration (ABBA) program. CGE partners with the College of Health and Human Services to offer the RN to BSN degree completion program, and with the College of Social Sciences for the Master of Public Administration (MPA).

A degree program offered through our division is one of the more complex programs to design, and typically requires approval of the Chancellor's Office and WASC.

② Certificate Programs

The Fresno State Academic Policy Manual (APM 212) recognizes three different types of Certificates: 1) Certificates of Completion, 2) Certificates of Special Study and 3) Certificates of Advanced Study.

Certificates of Completion are awarded for participation in an educational experience such as a workshop, seminar, conference or short course. Certificates of Completion may be both non-credit or credit. Obtaining Approval for Certificates of Completion is relatively simple: affected Departments and their associated Deans make a recommendation to CGE, who reviews the request.

A good example of a Certificate of Completion housed in CGE is the Certificate Award in Grant Writing and Management, a program which requires participation in several hours of non-credit seminar instruction.

Certificates of Special Study are awarded for completion of a structured program of courses or educational experiences comprised of at least 12 semester units (120 contact hours for non-credit). Certificates of Special Study are thoughtfully developed by recommendation of departments and Colleges through offering upper division (100-199) or professional (300-399) courses. The typical university review for approval is required: (Department Curriculum, Department Chair, School/College Curriculum, School/College Dean, CGE, AP&P and the Dean of Undergraduate Studies).

Certificates of Advanced Study are awarded for completion of a structured program of at least 12 semester units of graduate courses, upper division courses, and professional courses designed to meet specific educational objectives of a highly specialized population. Students must be matriculated and eligible for unclassified post-baccalaureate standing through the Division of Graduate Studies. The approval process for these certificates would typically include the Department Curriculum Committee, Department Chair, School/College Curriculum Committee, School/College Dean, CGE, Graduate Curriculum Committee, Graduate Committee and Graduate Dean, and Academic Senate. Because of matriculation requirements, talk with CGE staff before attempting to develop a Certificate of Advanced Study.

③ Non-Credit Programs and Courses

Non-credit programs may include a Certificate of Completion, a Certificate of Special Study, a workshop, a series of non-credit seminars through CGE, or single courses. Non-credit programs are typically offered through Extension.

Frequently, faculty and community members offer to teach non-credit classes on areas of interest. The Certificate Award in Grant Writing and Management is an example of a non-credit program successfully offered through CGE on a self-support basis, under the umbrella of Extension Programs. Non-Credit programs are quite easy to offer through CGE. We request Department and Dean review when the proposed program may affect or supplant their course offerings.

④ *Stand-Alone Courses*

CGE sometimes offers stand-alone courses either for non-credit or for academic credit. For example, CGE has offered an Introductory Glass Blowing course, and courses in Curriculum Activities for the Elementary Classroom. CGE also offers a multitude of classes through CD ROM or online through one of our approved third-party vendors (VESi, WestEd, etc.). If you are interested in partnering with CGE and an outside vendor, please contact our staff before making any commitments to a third party. Almost always, stand-alone courses are offered under the umbrella of Extension, as opposed to Special Sessions.

Approval of Stand-Alone Academic Credit courses is quite simple. Approvals come from a course proposal form signed by a Department Chair and their corresponding College/School Dean, then approved by CGE.

⑤ *Programs offering Continuing Education Units (CEUs)*

Continuing education units are nationally recognized units for measuring participation in professional development programs, which do not award academic credit. CEU courses may be appropriate when employers, licensure agencies and other authorities require a specific number of hours of study and where non-credit study is acceptable. CEUs are not to be applied or substituted toward graduation requirements. Generally, one CEU is earned for 10 hours of instruction.

Five Steps to Bring Your Idea to Launch!

Before you begin working on developing your idea, it is important to understand the steps required to evolve the idea into a successful program. The following five steps show the general process of program development, culminating in a *Launch!* Specific program content and goals may require slight modification from the following guidelines.



Step I. Make Initial Contacts

When you have an idea for a program that you are considering developing with CGE, there are several areas within the University that you need to contact as you move from early idea to formal program plan. In general, the following individuals/areas should be contacted during the initial stages of conceptualizing a program.

1. Academic Department and College/School

The Chair, Department Committees, Dean, and College/School Faculty Committees that review your new program ideas can provide critical insight regarding curriculum and faculty availability. Prior to spending considerable time, energy, and effort on developing a self-support program, it is essential to be sure you have sufficient interest and support for your program within your department and school/college. For international degree programs, it is the responsibility of the academic college to ensure that the international partner secures any and all required official government approvals from its host country in advance of entering into any agreement.

2. Division of Continuing and Global Education (CGE)

Your initial point of contact at CGE will likely be with one of the key personnel experienced in programmatic planning and development. CGE has extensive experience working together with faculty and chairs, as well as with potential audiences/partners, in exploring opportunities for self-support programming. We work closely with you to fully discuss and understand your program, to describe the standard (and non-standard) opportunities and challenges associated with self-support programs, to provide information about what has and has not worked in the past, and to help ensure the development and implementation of a successful self-support program. Considerations include, but are not limited to whether:

1. The budget submitted for fee approval and the expected number of enrollments adequately covers all associated operating costs.
2. Expectations of potential students and partners may damage the University's reputation if the program does not run as planned or if extensive changes to their expectations are required to enable the program to be successful.
3. The budget plans for student attrition.
4. The formal needs assessment clearly indicates student demand and was conducted in an unbiased manner.
5. The expected time-to-launch includes adequate allowance for the marketing phase of the program as well as all necessary approvals.
6. The program provides adherence to California Education Code, CSU regulations, and Fresno State policies. The current EO that governs Special Sessions is #1047; it can be viewed at www.calstate.edu/eo/EO-1047.html. Fresno State policies are included in the Academic Policy Manual, which can be viewed at: fresnostate.edu/academics/aps/forms-policies/apm/index.html. It is important to note that

programs operating under Special Sessions require the same process of approval as programs operating stateside. Sometimes the process of approval can be time-consuming. To assist your prediction of approval timelines, we have included some templates at the end of this document.

At the early stages, CGE provides guidance about budgeting and staffing for self-support programs, applicable policies and procedures, recruiting nontraditional learners, scheduling options, the multi-faceted approval process, working with third parties, and more. At this point, it is also common to discuss logistical issues such as options for fee payment, registration, books, etc., to ensure that the program can be established in a manner that is accessible for students and can be successfully supported by CGE. You may wish to read through the Program Development Worksheet, an Appendix to this document. At this stage, you will not be able to answer all of the questions on the worksheet; however, it will give you a good understanding of the questions to be pondered by CGE as the program moves forward.

3. Academic Affairs (AA), TILT & University Approval Process

One of the most challenging parts of program development is negotiating the multiple layers of university approval. It is important to understand that Academic Affairs provides oversight of all operating fund and self-support academic programs at the University. If you are considering developing any academic degree, program, or certificate, it is essential that you follow the approved curriculum procedures outlined in the University's Academic Policy Manual. You can find the University's curriculum approval policy in section 200 of the APM, located here: fresnostate.edu/academics/aps/forms-policies/apm/200.html. We would like to call attention to a couple of the sections; the policy on new Undergraduate and Graduate Programs is 222, and the Policy on Certificates is 212.

For programs that have online courses, contact needs to be made with TILT, the office of Technology Innovations in Learning and Teaching, very early in the process. Approvals from TILT will come in two forms; one for each course offered in an online format, and one for each instructor teaching an online course. TILT may be reached at 8-6892. TILT will guide you and your team through the process of online course development.

In certain situations, such as new degree program development or a proposal for a Certificate of Advanced Study, the Associate Provost and either the Dean of Undergraduate Studies or Dean of Graduate Studies will need to be alerted at this early stage of development. As noted in #2 above, programs operating in Special Sessions (such as new degree programs or certificate programs) require the exact same process of institutional approval as stateside programs.

4. WASC and CSU Office of the Chancellor

New degree programs also require the approval from the Chancellor's Office (CO), but not WASC. Both the Chancellor's Office and WASC approvals are required for distance education/online degrees, dual degrees, international off-campus sites, new off-campus sites, regional centers, and doctoral degrees. Because these steps often take nine months or more, it is important to begin work on the process during the initial stages of program development. Most of the interactions between our campus, the CO and WASC are coordinated by the Associate Provost.

5. Potential Partners

Conversations with potential partners take place at various stages throughout the program development process. Commitments for services may only be made in accordance with the guidelines in step IV of this *Guide*. At various points throughout the program development process, agreements between Fresno State and third parties may be discussed for issues such as marketing, facility rental, catering services or other items which would have financial impact on your program.

Once an agreement has been reached on a particular item, you will be notified when it is appropriate to let the partner know. CGE is available to work with and support you by playing a facilitative role in conversations you have with potential partners, to help ensure that key areas are addressed during these conversations, and to help prepare you for the next steps.



Step II. Conduct a Needs Assessment

The most fundamental component of your decision making is to ground your program with a needs assessment. Any time the University considers offering a new program (e.g., a new major), it is important to consider such program characteristics as the anticipated demand for the program, preferred delivery modalities, preferred schedule, price point, etc. A formal needs assessment should be conducted early in the program development process to determine whether or not there is a high probability for the program to cover its development, implementation, and operating expenses.

A comprehensive needs assessment also enables you to design a program that is closely aligned with student need. This might include curricular issues and instructional delivery methods. Your department or college may have resources available to help you conduct a needs assessment.

Professional associations and/or industry organizations may also be good sources of assistance.

Generally, you should begin by identifying your target audience, anticipated population, accessible population, and number of people who express committed interest to participating in the program.

Consider the amount of information you intend to deliver in your new program paired with your vision for the program—e.g., should this be a weekend seminar, one course class through extension, a certificate, or a full degree program? In your decision, contemplate the difference between a person generally interested in the topic versus one financially committed to a multi-course formal program.

Note: Regulations require that self-support programs cover all of their operating costs; therefore, it is not possible to approve a program that cannot or is not likely to cover operating costs. CGE will ask for a copy of your needs assessment so we may interpret your data to determine adequacy of fit into a self-support model.

Components of a thorough needs assessment may include:

- Quantifying potential students to ascertain the number/percentage of prospective enrollment.
- Surveying target audiences in the community or beyond.
- Surveying potential employers for skill set demand.
- Discussion with industry experts to determine the fit of the new program in a larger industry context.
- A critical analysis of competition including other institutions offering similar programs. Be sure to consider online competitors.

For additional assistance understanding how to create a needs assessment, we recommend the Iowa State Extension website: www.extension.iastate.edu/communities/assess/ or the following document published by the North Dakota Department of Public Instruction: www.dpi.state.nd.us/grants/needs.pdf



Step III. Prepare a Preliminary Budget

It is important to discuss overall budget issues in the early stages of program development for a number of reasons, including:

All self-support programs must adhere to Fresno State, CSU, and State of California policies and regulations that govern self-support program budgets. A helpful list of CSU Executive Orders (EOs) and Fresno State policies appears at the end of this *Guide*. These policies and regulations govern such CGE program facets as: budget development, monitoring, and audit compliance; establishment and approval of fees; allowable expenses; collection of funds; and oversight and management of self-support programs.

CGE will serve as the primary architect of the final budget. Prior to CGE's calculations, please contemplate any new unique costs. Some costs we have encountered in the past include the purchase of art or laboratory supplies, facility rental fees, staff support time (especially with admissions screening), program coordination costs (mailings, release time, etc.), parking fees, or catering expenses. The point here is to identify any expense which will need to be accounted for in the final budget and any associated MOU.



Step IV. Program Review and Approval

Before a new idea is implemented, and in most cases before marketing a program and beginning to recruit students, there are a number of approvals that need to be in place. CGE will work closely with you to understand and attain the necessary approvals; meet frequently to discuss the approval status, and provide guidance if there are challenges or questions that arise during the approval process. CGE requires new programs follow the same approval process as stateside operations. Following is a general description of the approval process. Please note, this information is generalized; program specifics may cause some deviation.

1. On the Fresno State campus, each college has a curriculum committee or curriculum coordinator responsible for the approval process for new courses, certificates, credit-based programs and degree programs. Depending upon the type of credit and the scope of the program, approval may follow different procedures.

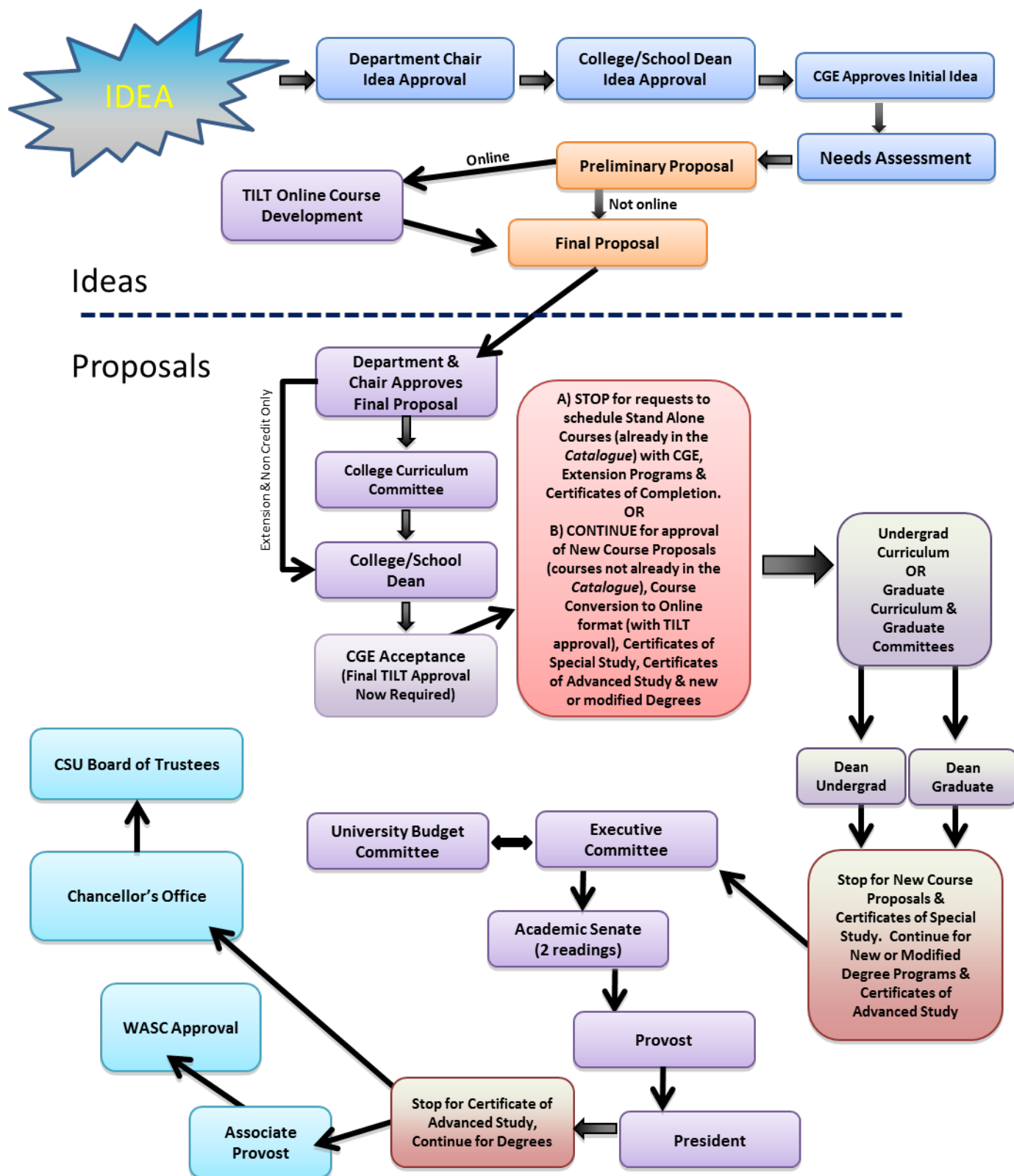
Typically, curricular modifications are first reviewed by the Department Curriculum Committee and Department Chair, then the College/School Curriculum Committee, College/School Dean, then either the Undergraduate or Graduate Curriculum committee of the university, and finally the approval of the AVP for either Undergraduate Studies or Graduate Studies.

Some programs, such as Certificates of Advanced Study, also require the approval of additional committees. Certificates of Advanced Study are routed to the Graduate Committee after approval from the Graduate Curriculum Committee. Some undergraduate programs may require AP&P review, while New Degree Programs require University Budget Committee Approval, Academic Senate Approval, and Provost/Presidential approval.

We have developed a flow chart to illustrate much of the approval process. Because of the complexity and uniqueness of each program, CGE is more than happy to help navigate the complex waters of Fresno State programmatic approval.

2. Fee approval for credit programs may be necessary if your self-support program is charging a non-standard per unit fee. CGE has a range of fees it is authorized to assess for standard programs. If Fee Committee approval is necessary, CGE will assist navigation through the approval process.
3. CSU Chancellor's Office and WASC approval may also be necessary. If the approval is for a new distance education or online program or substantive change to a previously approved degree program, the proposal must be approved by the Chancellor's Office. The Chancellor's Office then issues a letter to Academic Affairs who forwards the necessary paperwork to WASC for approval, if appropriate. On the Fresno State campus, the Vice Provost typically schedules WASC approval. Please note that WASC approval is an expensive and time-consuming commitment which must be scheduled up to nine months in advance.
4. A signed Memorandum of Understanding (MOU) is typically authored for each Special Session between interested parties, including CGE, Departments and Colleges/Schools. In some cases, a program might involve a third party such as a private business, partner university, or professional organization. For international degree programs, it is the responsibility of the academic college to ensure that the international partner secures any and all required official government approvals from its host country prior to entering into an agreement. In such cases, it is necessary to have a formal agreement that will include information about services rendered and financial arrangements. Such formal agreements are generally reviewed and signed by numerous parties across campus. It is critical that this document is signed and in place since some of the other approvals—especially fee approval, WASC, and Chancellor's Office approval—may hinge upon this agreement.
5. Included in the approval process, CGE reviews documentation for conformity to self-support regulations, financial stability, Chancellor's Office requirements, and conformity to university policy. Because CGE is a necessary partner for self-support programs, it is important that CGE approves of the program in order to ensure effective administration and fiscal viability in a self-support model. In some cases, CGE and the sponsoring department or college will develop and sign a Memorandum of Understanding that outlines tasks and responsibilities and fiscal issues. Some areas must, by regulation, be handled by CGE; other tasks (e.g., academic advising, selection of faculty to teach in the program, program curricular content, etc.) are handled by the faculty attached to the program. Largely, CGE's concerns focus on a program's likelihood to attract students, operate self-sufficiently, and be sustainable over time.

In order to provide accurate information to potential students, it is critical to secure approvals well in advance of recruitment and program implementation. It is common for committees to require substantive changes in proposal applications which affect academic content or instructional delivery of a program, the fees for the program, or the timeline associated with program launch. Any of these hurdles can delay scheduling and recruitment.



How Ideas Become CGE Programs

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Step V. Market and Recruit for a Program

Sustaining sufficient student enrollment is absolutely necessary. The faculty program coordinator has the primary responsibility to identify and locate the appropriate student audience. In some cases, you may already have a population of students who are prepared to enroll in your program (e.g., an employer is sponsoring a group of employees to participate in a program). However, in most cases it will be necessary to market the program to potential students and recruit them into the program. There are numerous ways CGE can help you market your program; they include:

- Listing the program in Fresno State press releases (if appropriate).
- Web site listings on the department, college, and CGE Web sites.
- Direct marketing via e-mail or mail to targeted potential student populations.
- Internet marketing using a combination of search engine optimization (SEO) strategies and social media.
- Outreach and networking through relevant professional and industry organizations.
- Public relations efforts to showcase new or innovative programs.

CGE program and marketing staff will work closely with you to develop a marketing plan for your program. In addition, your college and University resources in marketing and public relations may also be available to help with marketing efforts and student recruitment. Costs associated with marketing will be built into the program budget. Because potential students are likely to take time in making a decision about enrolling, particularly for more expensive degrees, certificate programs, seminars, or workshops, it is important to allow sufficient time for marketing efforts. As a very general guideline, a minimum of 6-9 months of recruitment time is recommended for degree and certificate programs, and 3-6 months for seminars and workshops.



Step VI. Launch the Program

Depending upon the nature of the self-support program (e.g., a single non-credit course vs. an entire graduate degree program) CGE and the Program Coordinator will develop a checklist of tasks necessary to launch your program smoothly and efficiently. These tasks include:

- When students need to apply and matriculate into the University in order to take the program, the program must be set up in CSU Mentor.
- Reviewing applications, if necessary.
- Setting up program accounts.
- Coordinating submission of course proposals.
- Coordinating with payroll and administering payroll documents.
- Verifying Unit 3 instructor eligibility under the CBA 125% workload requirement and FERP regulations.

- Setting up courses and enabling registration, including restricting registration to unique cohorts (if appropriate).
- Ongoing monitoring of enrollments and the budget to ensure success as a self-support program.
- Collection of tuition fees from students, and
- Ongoing student support and advising.

As part of the initial program planning, we probably will have discussed the respective responsibilities of your department or college and of CGE. Since we will be working closely together during the program launch, CGE will be able to serve as a resource to provide assistance on tasks/responsibilities you and/or your staff may be handling for the first time.

FAQs

1. Why is it important to speak with so many departments and divisions when I am just beginning to think about a program?

Each area can offer guidance on your program idea. Your academic department provides input on program content and curriculum and what faculty might be involved in the program. Each provides guidance on developing your program in accordance with its own requirements, as well as the University, Chancellor's Office, and WASC policies and procedures. CGE offers guidance on a number of issues relevant to self-support programs, including expertise in developing programs for nontraditional students, marketing, policies and procedures for self-support programs, budgeting, and implementing the program so that it runs smoothly and students have a positive learning experience.

2. What does it mean for a program to be self-supporting?

Self-support programs must cover all operating expenses by bringing in outside revenue in the form of fees, materials costs, and other expenses. Neither the State of California nor the California State University system provides revenue to cover the cost of self-support programs. While the University provides the infrastructure to help self-support programs get started, it is not authorized to allocate funds to subsidize self-support programs once they are launched.

3. How do I develop a budget for my program? How do I set fees for my program?

You are required to work with CGE from the very beginning of the budget process as we have significant experience in developing budgets for all the program types described in this document. CGE can provide information about likely program expenses, discuss mechanisms for taking in revenue and covering expenses, budget for an appropriate number of students, determine whether standard or special fees will apply, and make sure the program budget is in compliance with CSU Executive Orders. There is more flexibility in pricing for non-credit programs, but even for non-credit programs, there are University-approved fee ranges and guidelines, and your program must cover all direct and indirect costs. Once you have completed *Step II: Conduct a Needs Assessment* and have a good handle on the number of potential students, classes, and instructional delivery method, CGE will assist with your budget development.

4. What is the fee approval process? Why is this important?

Credit-based programs with course or laboratory fees require an official fee approval process. Once a fee has been approved, additional steps are necessary to incorporate this fee into the registration and cashiering functions. Fee approval is important as it allows the University to review special fees being set, and to verify that they are within University-approved ranges for the program type and follow all CSU policies. When CGE is involved in the budget process, we can help insure that your budget and fees conform to all relevant policies and have the best chance of being approved by the University.

5. Why might I need an MOU for my program? Who needs to review and sign this MOU?

If you are developing a program that will be provided to, and paid for by, a third party (e.g., a business), or that obligates CGE and the University to provide services, you will need a Memorandum of Understanding (MOU). The MOU with the organization outlines the delivery of the program, costs, and responsibilities of the parties, etc. A similar MOU would be needed if you were developing a collaborative program with another university. In general, these MOUs need to be reviewed and signed by the College/School, CGE, and Academic Affairs. CGE has templates for these MOUs and will assist in their draft and execution. **Note:** It is critical MOUs are reviewed in draft form by the aforementioned parties prior to negotiating with third parties.

6. I am not clear on some of the tasks that my staff or I will need to perform in order to implement this self-support program. Where can I get help?

CGE can provide guidance on issues related to self-support programs. CGE program staff can also train those responsible for new tasks borne from the operation of your new program.

Assistance for online course implementation is available through TILT, Technology Innovations in Learning and Teaching. Department Chairs and Schools/Colleges have either a Curriculum Coordinator or a Chair of their Curriculum Committee who are also typically good sources of information.

7. I am eager to start recruiting students for my program. Why do I need to wait for all these approvals before marketing the program and recruiting students?

While early marketing is generally helpful for a program, the University requires a program to be approved by all involved parties, and CGE must ensure the program is fully viable for launch, before reaching out to students. It would reflect poorly on the program and the University if students were recruited for a program that ultimately was not approved.

8. What happens if enrollments are lower than projected?

If the program has not yet started, it may be possible to do a final marketing push to increase enrollments. However, if the minimum number of enrollments necessary to run the program from a fiscal perspective has not been achieved, there are three options. The first is to revise the budget to raise the per student fee to cover program costs, or decrease expenses so that the lower number of enrollments still covers the program costs. The second option is to postpone the start date and attempt to re-launch the program in the future. A third option is to cancel and “teach out” the program (accommodate currently enrolled students with either a terminal course offering, or find alternate classes to complete the student’s degree program as the program is terminated).

9. How long will it take for my program to be offered?

Because there are many variables that determine how quickly an idea can go to market, including the type of program offered (credit, non-credit, etc.), approvals required, and marketing plan, it is not possible to give an absolute timeframe. As a general rule of thumb, the process takes as little as nine months for a simple program and up to 24 months or more for more complex programs.

10. How many hours of instruction do I need to consider when I develop a new course?

A general rule of thumb is to use 15 contact hours for each unit of credit. Therefore, a three-unit face-to-face course will meet for a total of 45 hours. A four-unit face-to-face class will meet for 60 hours. This formula builds 10-minute breaks into each hour of instruction.

Template A - Sample Timeline for a New Online Degree Program from Inception to Launch

The following timeline is offered to give you a general visual understanding of this process, which varies significantly by program. The numbers across the top of the grid represent months over a two-year period. The numbers within the body of the grid correspond to the tasks in the template that follows. A task may be completed at any point in time across the possible time period shown, depending upon the program and external environment.

Note: The grid visual is only an example. Each program type has different complexity; program timeframes vary not only by the number of steps and approvals required, but also by the budget constraints and market conditions leading up to and including the launch.

Initial Steps (in Months)																							
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Task 1																							
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Gaining Approval																							
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								17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17

TEMPLATE A
New Online Degree Programs - CGE Timeframe, Guidelines, and Checklist

	Task	Estimated time for completion	Description	Date Task Completed
Initial Steps				
1	Contact Dept. Chair, College Dean, and other Administrators as Necessary	Initial Step	<p>Initiate a conversation with your Chair and Dean. In some colleges there is a formal process for reviewing new program ideas; this should be pursued when appropriate. The college/school Dean will inform CGE of their support.</p> <p>If the program will be at the Graduate level, contact Graduate Dean.</p> <p>For international degree programs, it is the responsibility of the academic college to ensure that the international partner secures official government approvals from their host country in advance of entering into any agreement.</p>	
2	Contact CGE	Initial Step	Initiate contact and conversation with appropriate CGE director. Let us know what you are planning.	
3	Identify TILT Role	Initial Step	Consider the use of technology in the proposal. Courses being developed online need to have TILT approval. Initiate contact if appropriate.	
4	Conduct a Needs Assessment	2-3 months	The department and college may be good resources in conducting a needs assessment. Evidence of sufficient demand for the program must be in place before moving ahead with program planning.	
5	Draft Budget	Initial Step & Ongoing Revision	CGE will assist you in developing a self-support budget for your program. This is an ongoing process which will likely change as the proposal moves through the standard approval process.	
Gaining Approval				
6	Departmental and College Approval	2-8 months	The final proposal must first be considered by participating Department(s). The Department Chair then approves. The proposal is then routed to the College Curriculum Committee (or College Curriculum Coordinator). Once the program clears faculty consultation at the college level, programs must receive approval from the College/School Dean. Time associated with this process varies greatly depending on the complexity of the program and concerns of affected committees.	
7	Approval from Appropriate University Committees	10-18 months	<p>New Degree Programs require several levels of campus approval. After receiving approval from the College Dean, proposals are routed to:</p> <ol style="list-style-type: none"> 1) either the Graduate or Undergraduate Curriculum Committee 2) Graduate Committee 3) Dean of Undergraduate or Graduate Studies. <p>Some programs (such as online degree programs) will also require approval from:</p> <ol style="list-style-type: none"> 4) University Budget Committee 5) Academic Senate 6) Provost 	

	Task	Estimated time for completion	Description	Date Task Completed
			7) President	
8	TILT Approval	10-14 months	Programs with online delivery will need to receive TILT approval in two ways. Faculty wishing to teach in an online format must attend a TILT workshop. All classes that will be taught online will also need to meet TILT approval.	
9	Approval from CGE	8-10 months	This will likely take the form of an MOU identifying the program, outlining program responsibilities, and confirming program budget and fiscal relationships between the academic college and CGE.	
10	Fee Approval (if nonstandard fee)	4-6 months	Fee approval is a critical step. Without officially approved program fees, it is inappropriate to quote fees to prospective students.	
11	Approved MOU (if applicable)	1-3 months	In many instances, this is a critical component of program viability, especially if a third party plays a central role in the program (e.g., as a partner university, employer sponsoring students in the degree program, etc.). Other approvals (e.g., WASC) may also hinge on a signed MOU with involved third parties. See #3 above regarding international degree programs.	
12	CSU Chancellor's Office and WASC Approval	9-12 months	If necessary, the office of the Vice Provost secures Chancellor's Office and WASC approval. This is a necessary step in launching the program if substantive changes are made to the degree program. This approval is also critical from a recruitment perspective, since it is prohibited to recruit students for a program that has not been officially accredited.	
Implementation				
13	Marketing Efforts	6-12 months	Planning is important, as certain marketing efforts (e.g., placement in University publications & brochures) require significant lead time.	
14	Review Student Applications	3-9 months	You will be working closely with graduate or undergraduate admissions on this task.	
15	Complete Course Proposals & Instructor Information	1-3 months	Complete course proposals, including instructor and date information, enable CGE to set up the courses so that students can register. CGE also uses the course proposals to verify instructor eligibility to teach under the Unit 3 CBA 125% workload restriction. Course proposals need to be submitted 8-16 weeks prior to the course start date.	
16	Confirmation of Registration Process	1-3 months	It will be important for all involved—the academic program staff, CGE program staff, and CGE Registration and Cashiering—to confirm how students will register and pay for their courses. All communication sent to students regarding the registration process must be initiated by CGE.	
17	Monitoring	Ongoing	New programs require close monitoring to ensure that student expectations are being met, academic college and CGE procedures are facilitating efficient program administration, and that the program is fiscally successful in a self-support model.	

Template B - Sample Timeline for a New Credit Certificate Program from Inception to Launch

The following timeline is offered to give you a general visual understanding of this process, which varies significantly by program. The numbers across the top of the grid represent months over a two-year period. The numbers within the body of the grid correspond to the tasks in the template that follows. A task may be completed at any point in time across the possible time period shown, depending upon the program and external environment. For example, task 10, **Approved Budget**, will begin fairly early in the process; it can take three, four, five... on up to nine months to receive full approval.

Note: The grid visual is only an example. Each program type has different complexity; program timeframes vary not only by the number of steps and approvals required, but also by the budget constraints and market conditions leading up to and including the launch.

Initial Steps (in Months)																							
Mo.1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Task 1																							
2																							
3																							
	4	4	4																				
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Gaining Approval																							
		6	6	6	6	6	6	6	6														
				7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7		
					8	8	8	8	8	8	8	8	8	8									
						9	9	9															
							10	10	10	10	10	10											
Implementation																							
						11	11	11	11	11	11	11	11	11	11	11	11						
							12	12	12	12	12	12	12	12	12	12	12	12					
								13	13	13													
									14	14	14												
										15	15	15	15	15	15	15	15	15	15	15	15	15	15

TEMPLATE B
Credit Certificate Program - CGE Timeframe, Guidelines, and Checklist

	Task	Estimated Time for completion	Description	Date Task Completed
Initial Steps				
1	Contact Dept. Chair, College Dean, and other Administrators as Necessary	Initial Step	Initiate a conversation with your Chair and Dean. In some colleges there is a formal process for reviewing new program ideas; this should be pursued when appropriate. For Certificates of Completion, no further administrative contact is necessary past a College/School Dean. For Certificates of Specialized Study, contact either the Undergraduate or Graduate Dean. For Certificates of Advanced Study, contact the Graduate Dean.	
2	Contact CGE	Initial Step	Initiate contact and conversation with appropriate CGE director. Let us know what you are planning.	
3	Identify TILT Role	Initial Step	Consider the use of technology in the proposal. Courses being developed online need to have TILT approval. Initiate contact if appropriate.	
4	Conduct a Needs Assessment	2-3 months	The department and college may be good resources in conducting a needs assessment. Evidence of sufficient demand for the program must be in place before moving ahead with program planning.	
5	Draft Budget	Initial Step & Ongoing Revisions	CGE will assist you in developing a self-support budget for your program. This is an ongoing process which will likely change as the proposal moves through the standard approval process.	
Gaining Approval				
6	Departmental and College Approval	2-8 months	The final proposal must first be considered by participating Department(s). The Department Chair then approves. The proposal is then routed to the College Curriculum Committee (or College Curriculum Coordinator). Once the program clears faculty consultation at the college level, programs must receive approval from the College/School Dean. Time associated with this process varies greatly depending on the complexity of the program and concerns of affected committees. A proposal for a Certificate of Completion may now be forwarded to CGE without any further approvals. Proposals for Certificates of Specialized Study and Certificates of Advanced Study continue the approval process.	
7	Approval from the Appropriate University Committees	10-18 months	After receiving approval from the College Dean, proposals are routed to: 1) either the Graduate or Undergraduate Curriculum Committee 2) Graduate Committee 3) Dean of Undergraduate or Graduate Studies. Time associated with this approval process varies greatly depending on the complexity of the program and concerns of the affected committees.	
8	TILT Approval	8-10 months	Programs with online delivery will need to receive TILT approval in two ways. Faculty wishing to teach in an online format must attend a TILT workshop. All classes that will be taught online will also require TILT approval.	

	Task	Estimated Time for completion	Description	Date Task Completed
9	Approval from CGE	2-3 months	This will likely take the form of an MOU identifying the program, outlining program responsibilities, and confirming program budget and fiscal relationships between the academic college and CGE.	
10	Fee Approval (if non-standard fee)	4-6 months	Fee approval is necessary only for additional class fees or for use of a non-standard fee structure outside of CGE standard operating procedure.	
Implementation				
11	Marketing Efforts	6-12 months	Planning is important, as certain marketing efforts (e.g., placement in University publications & brochures) require significant lead time.	
12	Review Student Applications	3-9 months	For Advanced Graduate Certificates, students must officially apply through CSU Mentor and must be formally admitted to the university. Ideally, this happens before students begin to take classes.	
13	Complete Course Proposals & Instructor Information	1-3 months	Complete course proposals, including instructor and date information, enable CGE to set up the courses so that students can register. CGE also uses the course proposals to verify instructor eligibility to teach under the Unit 3 CBA 125% workload restriction. Course proposal forms should be submitted 8-16 weeks prior to the course start date.	
14	Confirmation of Registration Process	1-3 months	It will be important for all involved—the academic program staff, CGE program staff, and CGE Registration and Cashiering—to confirm how students will register and pay for their courses. All communication sent to students regarding the registration process must be initiated by CGE.	
15	Monitoring	Ongoing	New programs require close monitoring to ensure that student expectations are being met, academic college and CGE procedures are facilitating efficient program administration, and that the program is fiscally successful in a self-support model.	

Template C - Sample Timeline for a Non-credit Face-to-Face Certificate of Completion Program or Stand-Alone Course from Inception to Launch

Non-credit programs and stand-alone courses are typically offered through Extension, not Special Sessions. The approval process is straightforward. The following timeline is offered to give you a general visual understanding of this process, which varies significantly by program. The numbers across the top of the grid represent months over a two-year period. The numbers within the body of the grid correspond to the tasks in the template that follows. A task may be completed at any point in time across the possible time period shown, depending upon the program and external environment. For example, task 4, **Approved Budget**, will begin fairly early in the process; it can take 3, 4, or 5... on up to 9 months to receive full approval. This template omits TILT approval, as it is a face-to-face example.

Note: The grid visual is only an example. Each program type has different complexity; program timeframes vary not only by the number of steps and approvals required, but also by the budget constraints and market conditions leading up to and including the launch.

Initial Steps (in Months)																							
Mo.1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Task 1																							
2																							
3	3	3																					
	4	4																					
Gaining Approval																							
			5	5	5	5	5																
				6	6	6	6	6	6	6	6	6											
Implementation																							
					7	7	7	7	7	7	7	7	7										
						8	8	8															
							9	9	9														
								10	10	10													

TEMPLATE C
Face-to-Face Non-credit Certificate Program or Stand-Alone Course - CGE Timeframe, Guidelines, and Checklist

	Task	Estimated time for completion	Description	Date Task Completed	Initials
Initial Steps					
1	Contact Dept. Chair and College Dean	Initial Step	Initiate a conversation with your Chair and Dean. In some colleges there is a formal process for reviewing new program ideas; this should be pursued when appropriate. For non-credit certificates, no further administrative contact is necessary.		
2	Contact CGE	Initial Step	Initiate contact and conversation with appropriate CGE director. Let us know what you are planning.		
3	Estimated/Actual Enrollments and Market Needs Assessment	1-3 months	CGE can serve as a resource in conducting a needs assessment. Evidence of sufficient demand for the program should be in place before moving ahead with certificate program planning.		
4	Draft Budget	Initial Step & Ongoing Revisions	CGE will assist you in developing a self-support budget for your program. This is an ongoing process which will likely change as the proposal moves through the standard approval process.		
Gaining Approval					
5	Approval from CGE	5-6 months	If applicable, this will likely take the form of an MOU identifying the program, outlining program responsibilities, and confirming program budget and fiscal relationships.		
6	Approved MOU (if applicable)	6-9 months	In many instances, this is a critical component of program viability, especially if a third party plays a central role in the program (e.g., as a partner university, employer sponsoring students in the certificate program, etc.).		
Implementation					
7	Marketing Efforts	6-9 months	Planning is important here as certain marketing efforts (e.g., placement in University catalogs & brochures) require significant lead time.		
8	Complete Course Proposals & Instructor Information	1-3 months	Complete course proposals, including instructor and date information, enable CGE to set up the courses so that students can register. Instructor information ensures that CGE will be able to process instructor pay in a timely manner.		
9	Confirmation of Registration Process	1-3 months	It will be important for all involved—the academic program staff, CGE program staff, CGE Registration and Cashiering—to confirm how students will register and pay for their courses. All communication sent to students regarding the registration process must be initiated by CGE.		
10	Monitoring	Ongoing	New programs require close monitoring to ensure that student expectations are being met, academic college and CGE procedures are facilitating efficient program administration, and that the program is fiscally successful in a self-support model.		

List of Documents and Resources You May Need

Course proposal forms are required for each class offered through CGE. CGE uses these forms to both schedule the class and to write the contract by which instructors are paid. Course proposal forms are available on the CGE website: www.fresnostate.edu/cge/forms/index.html

Executive Orders

Executive Orders listed below guide the development and implementation of self-support programs within the CSU. These Executive Orders can be viewed at www.calstate.edu/execsearch :

- EO 167: Transfer of Extension Credit
- EO 341: Use of Surpluses in Continuing Education Revenue Fund
- EO 569: Salaries for Extension and Special Session Faculty
- EO 745: Self-Support Campus Based Study Abroad Programs
- EO 794: Financial Management of Continuing Education
- EO 795: Procedures Governing Self-Support Programs Outside the State of California, Conducted through the Continuing Education Revenue Fund or Local Trust Accounts
- EO 804: Extended Education Service Area
- EO 805: Policy Governing the Enrollment of Non-Matriculated Students in Self-Support Courses and in CSU Self-Support Special Sessions Courses
- EO 811: Provision for the Commission on the Extended University of the CSU
- EO 1034: CSU Student Fee Policy and Miscellaneous Course Fee Delegation of Authority
- EO 1047: Special Sessions

Fresno State Academic Policy Manual (APM)

The Fresno State Academic Policy Manual (APM) governs all aspects of Fresno State's operations, including its organization and curricular policies.

Fresno State Academic Policy Manual
www.fresnostate.edu/academics/aps/forms-policies/apm

Policy on Certificates (APM 212)
www.fresnostate.edu/aps/documents/apm/212.pdf

Curriculum Change Procedures for California State University, Fresno Catalog and Procedures for Implementing New Graduate Programs (APM 222)
www.fresnostate.edu/aps/documents/apm/222.pdf

Idea Development Worksheet

When you contact CGE to discuss your program, these are the items we will review. Please consider the answers to the following topics and bring your responses to the preliminary contact meeting with CGE. Not all topics will be applicable to each new program idea.

1. Has the course or program idea been discussed with Department Chair?
2. Has a needs assessment been conducted within the last 12 months to identify:
 - a. Target audience (anticipated population)
 - b. Target audience (accessible population)
 - c. Number of people who are financially committed to participating in the program
 - d. Number of people who have expressed a general interest in the topic
 - e. Institutions offering similar programs
 - f. Models with characteristics that are appealing
 - g. Other program/course models: niche or focus, price, location, delivery method
3. Have you received approval from your Dean to pursue the development of this self-support CGE program?
4. Will the program be offered as distance education or online, and if so, have you contacted the TILT office? Who is the TILT team member assigned to assist you?
5. Program characteristics:
 - a. Do you have a commitment from your Academic Department?
 - b. What is the name of the proposed program?
 - c. Provide a paragraph description of the program and how it meets department and college mission and goals
 - d. What type of program/course are you proposing: non-credit, single extension course, certificate, or degree?
 - e. Is the program/course undergraduate or graduate level?
 - f. Is the program currently offered stateside? If yes, is it revised or completely new?
 - g. Are the classes in the program currently offered stateside, or are the stateside face-to-face classes being converted to online format?
 - h. What benefits do you see for the college/university/state?
 - i. Does this program contribute to higher education partnerships? If yes, please describe.
 - j. Is this a workforce development opportunity?
 - k. Will the participants be matriculated stateside students while they are completing the program?
 - l. What careers (or promotions) can a student expect with this certificate or degree?
 - m. What is unique about this program through Fresno State (such as being nationally recognized or having expert faculty)?
6. Faculty issues:
 - a. Have you identified the Faculty Team Leader who will prepare the proposal and guide faculty

- through the planning process?
- b. Have you provided the name(s) of faculty who will be developing the courses and teaching each course, regular or adjunct?
 - c. How will faculty be selected to participate?
 - d. Do you understand the limits of the Unit 3 125% workload rule? Are there concerns with this workload rule?
 - e. Will any of the proposed faculty be part of the Faculty Early Retirement Program (FERP) when they are scheduled to teach their classes?
 - f. Have you been briefed on all the approval steps from Department Curriculum, College Curriculum, and University (Undergraduate, Graduate) committees as well as TILT approval for online courses?
 - g. Have you identified whether the program requires WASC approval and/or other accreditation approval? WASC approval is needed in certain situations, and must be scheduled and paid for significantly in advance by the Office of the Provost.
7. Program issues and content:
- a. List admission requirements and prerequisites.
 - b. List the course numbers and titles, and if there are any prerequisites to other courses in the program. For new courses, identify the approval status.
 - c. Outline the length of the program, including unusual or creative academic schedules designed to meet the needs of adult students. Consider the amount of information you intend to deliver paired with your vision for the program.
 - d. Identify any outside grant funding available for development or implementation. Consult the Office of Research and Sponsored Programs if necessary.
 - e. Identify any needs for special services to develop the program or meet the needs of the students.
 - f. Estimate the number of students in each cohort, number of cohort starts per year, and program sustainability.
 - g. Designate a proposed start date, keeping in mind all courses must appear in the current General Catalog prior to scheduling; degree programs must have formalized approval from WASC.
 - h. Estimate, based on your needs analysis, the fees per unit that students are willing/able to pay.
8. Marketing and promotion
- a. Describe competition with other institutions.
 - b. Identify any needed contact persons with other CSUs or other academic institutions, or partnerships with agencies or companies, as necessary.
 - c. List the major professional associations related to the field.
 - d. Identify any additional resources you need to recruit your intended audience.
 - e. Identify the communication channels needed to reach your intended audience.
 - f. Consider what opportunities you will have for face-to-face promotion of the program.
9. Contact CGE to schedule a meeting to discuss your proposed program. Bring your faculty team and team leader to the meeting. Invite your Department Chair to attend.

Glossary

Certificate (Programs) – a series of courses organized around a central theme that provides a predetermined body of knowledge or set of academic skills. Certificate programs may be either non-credit or credit.

Continuing Education Unit (CEU) – a nationally recognized method of quantifying the time spent in the classroom during professional development and training activities. Ten hours of instruction is equal to one CEU.

Contract Courses – courses offered or taught under a contract or agreement with a school district, public agency, business, or industry for their employees. The faculty salary is paid by the contracting agency. The contract includes funds for the salary and other expenses either as a separate contract or as part of a prescribed tuition.

Extension Courses – courses that provide academic credit and are taught as self-support instructional programs, excluding all Special Sessions courses.

Open University/Concurrent Enrollment – regular state-supported courses available to non-matriculated students on a space available basis. Students in Open University pay self-support fees.

Professional Development Courses – courses designed to provide instruction for continuing professional development. Courses may be offered as Special Sessions, Extension, or non-credit.

Special Sessions – instructional programs provided to students on a self-support basis at times and in locations not supported by state general funds. Includes all Summer Session courses, Special Sessions Degree Programs, Concurrent or Open University Enrollments, and other courses and programs identified by the University as Special Sessions courses. By definition, all Special Session courses provide resident credit. Excludes all Extension courses and certificates.