**California State University**

**Degree Program Proposal Template**

**Revised May 2021**

**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” before completing the Program Proposal Template.***

1. **Program Type (Please specify any from the list below that apply—delete the others)**
   1. The Program will be [**Self-Support**](http://www.calstate.edu/EO/EO-1099.html)
   2. The Delivery Format will be **Fully face to face**
   3. This is a **New Program** proposal
2. **Program Identification**
   1. Campus

**California State University Fresno**

* 1. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts in History).

**Bachelor of Arts in Social Science**

* 1. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan.

**To Be Added by Jayne Ramirez in March 2022**

* 1. Term and academic year of intended implementation (e.g., fall 2021).

**Fall 2022**

* 1. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.

**120**

* 1. 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.

**The College of Social Sciences**

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

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* 1. 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 memo: Undergraduate Studies Memo of Support.pdf

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

**TO BE ADDED:**

**-College of Social Science Curriculum Committee approval**

**-Undergraduate Curriculum Committee approval**

**-Faculty Senate approval**

* 1. Substantive Change:

The WASC Senior College and University Commission [Substantive Change Manual](https://www.wscuc.org/content/substantive-change-manual) states: ***Institutions must submit a Substantive Change Screening Form for all new degree programs to determine if a review is necessary.*** Please include a copy of the response to the Substantive Change Screening form.

If this proposed program is subject to WSCUC Substantive Change review, the campus may submit a copy of the WSCUC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

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

Although the Chancellor’s Office assigns CIP Codes, campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the [system-wide list](https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/CSU_Codes_to_CIP_2020.pdf) you can search CIP 2020 at <http://nces.ed.gov/ipeds/cipcode/> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

Suggested CSU degree program code: 22011 (Social and Behavioral Sciences)

Suggested CIP Code: 45.0101

1. **Program Overview and Rationale**
   1. 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.

The BA in Social Science provides students with an understanding of major theoretical perspectives in the social sciences with a focus on how the social environment, culture, inequalities, and policies shape individual experiences; knowledge about how to utilize social science concepts in the analysis of social phenomena; opportunities to develop critical thinking, written, and oral communication skills rooted in social science perspectives; an appreciation of socio-cultural diversity within and among societies; and applied quantitative and qualitative research skills.

The proposed degree program is the result of collaboration with the California Department of Corrections and Rehabilitation (CDCR) which seeks to expand access to higher education in prison. Following the passage of SB 1391 in 2014, California offers state-funded Associate Degree programs provided by local community colleges in 33 out of 34 of the state’s prisons. Given the research that demonstrates the effectiveness of higher education programs in prison in terms of reducing reoffending and promoting positive reentry post-release (see, for example, Davis, 2019)\* the state is seeking to advance educational offerings in prisons via partnership with universities such as the CSU in order to offer BA degree completion programs.

CDCR approached Fresno State to request degree completion programs in the two prisons in Chowchilla: Valley State Prison (VSP) and Central California Women’s Facility (CCWF). Fresno State proposes to offer a BA degree in Social Science to meet the needs of incarcerated students at VSP and CCWF. The proposed degree program will seamlessly integrate the curricular foundation of the (in-hand) Associate Degree to build an integrated, rigorous and interdisciplinary approach to higher education focused in social science. Our degree will establish connections among multiple disciplines to develop student competence in understanding of social systems, social institutions, and social behavior. While drawing major courses from primarily social science departments, the degree will offer General Education courses that also draw from all relevant disciplines. The program will additionally include a multicultural component and an intensive writing component, which are graduation requirements at Fresno State.

Expanding course offerings to two nearby prison populations that could not otherwise receive an upper division college education is a profound illustration of Fresno State’s institutional mission, “*To boldly educate and empower students for success*”. This Program is designed to develop foundational, broad and integrative knowledge (ILO I) with a particular emphasis on students acquiring specialized knowledge (ILO II) of the social sciences. Upon this solid foundation, students will improve intellectual skills so they can analyze data, examine social phenomena, and create well-organized written and oral reports. (ILO III). Finally, graduates of this Program will have many opportunities to apply theoretical knowledge to current environmental and social challenges in our world (ILO IV) by engaging in policy implications around diversity, equity and environmental ethics (ILO V). Students of this Program will practice reflexive self-awareness and reflect upon how personal identity and individual life chances depend on social and historical context.

The need for this Program has been clearly established by research on the effectiveness of prison education, the state’s and CDCR’s commitment to this endeavor and, crucially, by the significant interest demonstrated by qualified prospective students at VSP and CCWF. Since Spring 2021, DCGE has been offering standalone upper division courses in VSP and CCWF on a pilot basis. To date, four such courses have been offered, all of which fulfill a Fresno State graduation requirement (GE, M/I or W). The students' enthusiasm for this pilot project has been overwhelming, and their academic success has been most impressive.

Offering the BA Degree completion program will allow Fresno State to play a crucial role in expanding access to higher education among one of the most marginalized populations in the state. Given the demographics of the prison population, it is anticipated that the student population will disproportionately consist of first-generation college students, students of color, and students from impoverished circumstances. Without the engagement of a university like Fresno State, these students would have no access to face-to-face opportunities to earn a Bachelor’s degree. The presence of Fresno State at VSP and CCWF will help to create a culture of learning that is supportive of academic achievement within the facilities. Such an initiative would help to offset and reverse what is typically described as the ‘school to prison pipeline’ whereby school failure and expulsion are associated with increased risks of incarceration for youth and young adults.

\*Davis, L. (2019). *Higher education programs in prison: What we know now and what we should focus on going forward*. RAND Corporation.

* 1. Provide the proposed catalog description. The description should include:
     1. a narrative description of the program

The BA in Social Science provides students with an understanding of major theoretical perspectives in the social sciences with a focus on how the social environment, culture, inequalities, and policies shape individual experiences; knowledge about how to utilize social science concepts in the analysis of social phenomena; opportunities to develop critical thinking, written, and oral communication skills rooted in social science perspectives; an appreciation of socio-cultural diversity within and among societies; and applied quantitative and qualitative research skills.

* + 1. admission requirements

Admission to this program requires an Associate Degree including the lower division GE requirements for CSU transfer, the Golden 4.

Lower Division Statistics Requirement equivalent to Math 11 (B4)

* + 1. 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.

College of Social Sciences

***The Bachelor of Arts in Social Science degree is currently a Pilot Program.***

Bachelor of Arts Degree Requirements  
Social Science Major

**1. Major Requirements (30 units)**

**Major Statistics Requirement (3 units)**

Math 11 (B4)

**Major Theory Requirement (3-4 units)**

ANTH 104; SOC 152, 153; WS 143

**Major Methods Requirement (3-4 units)**

ANTH 111; CLAS 150; CRIM 170; SOC 175, 176; WS 153

**Major Inequality Requirement (3-4 units)**

AFRS 104W; CLAS 160 (M/I); SOC 151; SSCI 180 (D)

**Major Public Policy Requirement (3 units)**

PLSI 150, 151, 152, 175; SOC 144; WS 149 (ID)

**Major Criminology Requirement (6 units)**

CRIM 120 (ID), 138, 178; SOC 143 (ID); WS/CRIM 126

**Major Diversity Requirement (6 units)**

AFRS 144 (ID);AFRS 165/DRAMA 187; AIS105W; ANTH 115, 120 (M/I); ASAM 110 (M/I); CLAS 102W, 120 (F); COMM 164 (M/I); CRIM 174; GEOG 167 (M/I); GERON 161; HIST 101/WS 101 (ID); SOC 111 (M/I), 131 (ID); SWRK 136; WS 110 (IC), 120, 135(M/I), 195

**Major Environmental Studies Requirement (3 units)**

EES 167 (IB), 168 (IB); GEOG 115 (IB), 128 (IB); SOC 158 (IB)

**2. General Education requirements (49 units)**

**3. Other requirements (9 units)**  
[American Government and Institutions (PLSI 2)](https://www.fresnostate.edu/catalog/courses-by-department/political-science/index.html#plsi2), Multicultural and International (MI), and Upper-division writing.

**4. Sufficient elective units to meet required total units**

**5. Total (120 units) \***

\* G.E., MI and W courses can be double counted with major requirements. This total indicates that Math 11 in GE Area B4 may be applied to the social science major.

Memos waiving all prerequisites for the listed requirement courses are included in this application. In other words, there are no hidden prerequisites.

Additionally, there are no major requirement (category 1) elective units in the major. Free electives are not listed here other than when students take multiple courses in the major requirement categories beyond the required units. With limited course offerings each semester, most students will take multiple courses in each major requirement category. This implicit iterative exposure to core elements of the Program is an intentional part of the design. Mindful of the precarious nature of incarceration including early paroles and transfers, new cohort members will join at times other than every other fall. In fact, participation in this program might hasten the occasion of early parole since participation in this program may illustrate worthiness of early release.

**Course Catalog Numbers and Course Titles by Requirement Area**

Course are 3 units unless noted otherwise.

**Major Statistics Requirement**

Math 11 (B4) Elementary Statistics

**Major Theory Requirement**

ANTH 104 History and Theory of Anthropology

SOC 152 Classical Sociological Theory (4 units)

SOC 153 Sociological Theory (4 units)

WS 143 Feminist Theory

**Major Methods Requirement**

ANTH 111 Ethnographic Fieldwork

CLAS 150 Research Methods

CRIM 170 Research Methods in Criminal Justice

SOC 175 Quantitative Research Methods in Sociology (4 Units)

SOC 176 Qualitative Research Methods in Sociology (4 Units)

WS 153 Feminist Research Methodologies

**Major Inequality Requirement**

AFRS 104W Writing About American Inequality

CLAS 160 (M/I) Sex, Race, and Class in American Society

SOC 151 Social Classes and Inequality (4 Units)

SSCI 180 (D) Diversity in the U.S.

**Major Public Policy Requirement**

PLSI 150 Public Policy Making

PLSI 151 Political Participation and Political Parties

PLSI 152 Public Opinion and Political Behavior

PLSI 175 Water Politics and Policy

SOC 144 Social Policy Analysis

WS 149 (ID) Gender Law & Social Policy

**Major Criminology Requirement**

CRIM 120 (ID) Juvenile Delinquency

CRIM 138 Punishment and Society

CRIM 178 Restorative Justice

SOC 143 (ID) Deviance and Control

WS/CRIM 126 Women and Violence: Public Policy and the Law

**Major Diversity Requirement**

AFRS 144 (ID) Race Relations

AFRS 165/DRAMA 187 African-American Theatre

AIS 105W American Indian Oral Traditions and Literatures

ANTH 115 World Cultures

ANTH 120 (M/I) Race and Ethnic Relations in the U.S.

ASAM 110 (M/I) Asian American Communities

CLAS 102W Contemporary Chicana/Latina Writing and Culture

CLAS 120 (F) Latina/o Cultural Changes

COMM 164 (M/I) Intercultural Communication

CRIM 174 Ethnic and Gender Issues in Criminal Justice

GEOG 167 (M/I) People and Places-A Global Perspective

GERON 161 (D, M/I) Multiculture/Aging

HIST 101/WS 101 (ID) Women in History

SOC 111 (M/I) Sociology of Race and Ethnicity

SOC 131 (ID) Sociology of Sex and Gender

SWRK 136 (M/I): Cultural Diversity and Oppression

WS 110 (IC) Representations of Women, Gender, and Sexuality

WS 120 (M/I) Women of Color in the United States

WS 135 (M/I) Women In Cross-Cultural Perspective

WS 195 Diversity in the United States: Race and Gender Issues

**Major Environmental Studies Requirement**

EES 167 (IB) Oceans and Atmosphere and Climate

EES 168 (IB) California's Earth System

GEOG 115 (IB) Violent Weather/Climatic Hazards

GEOG 128 (IB) Environmental Pollution

SOC 158 (IB) Environmental Sociology

* + 1. total units required to complete the degree

**5. Total (120 units)**

1. **Curriculum –** *(These requirements conform to the revised 2013 WASC Handbook of Accreditation)*
2. These program proposal elements are required:

* Institutional learning outcomes (ILOs)
* Program learning outcomes (PLOs)
* Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program, and for 3) [student learning](http://www.calstate.edu/acadaff/sloa/index.shtml). 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)

**Fresno State Institutional Learning Outcomes (ILOs)**

Students who graduate from California State University, Fresno will demonstrate the importance of discovery, diversity, and distinction by

**I. 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.

**II. 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.

**III. 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.

**IV. 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.

**V. 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.

**Fresno State Institutional Learning Outcomes (ILOs)**

I. developing a foundational, broad and integrative knowledge

II. acquiring specialized knowledge

III. improving intellectual skills

IV. applying knowledge

V. exemplifying equity, ethics, and engagement.

**Fresno State Program learning outcomes (PLOs)**

A. The program will provide students with information about key concepts and issues in the social sciences so they will be able to comprehend and apply major theoretical perspectives.

B. The program will develop students’ research skills so they can analyze data, examine social phenomena, and create well-organized written and oral reports.

C. The program will provide students with information through exposure to the disciplines of the social sciences; students will develop an understanding of the historical and current context of social inequalities.

**Fresno State Student Learning Outcomes (SLOs)**

1. identify, explain and make use of basic social science concepts

2. utilize social science theories to explain and assess issues broadly

3. demonstrate knowledge of the assumptions and applications of major theories in the

social sciences

4. utilize accepted social scientific research techniques for the purpose of interpreting

and communicating research results

5. demonstrate information literacy in evaluating social phenomena in socio-culturally

diverse communities and in perceiving patterns and relationships within them

6. compile coherent, well-organized written and oral reports applying empirical analysis

7. apply social scientific concepts and knowledge to assessing policies, programs and

proposals for reducing inequality and solving structural problems and to practice reflexive

self-awareness of how personal identity and individual life chances depend on social and

historical context.

8. effectively communicate their informed judgment of applied solutions to structural

problems from a social science perspective.

An integrated presentation of the Institutional, Program and Learning Objectives is presented below.

I. developing a foundational, broad and integrative knowledge

A. The program will provide students with information about key concepts and issues in the social sciences so they will be able to comprehend and apply major theoretical perspectives.

1. identify, explain and make use of basic social science concepts

2. utilize social science theories to explain and assess issues broadly

3. demonstrate knowledge of the assumptions and applications of major theories in the

social sciences

II. acquiring specialized knowledge

B. The program will develop students’ research skills so they can analyze data, examine social phenomena, and create well-organized written and oral reports.

4. utilize accepted social scientific research techniques for the purpose of interpreting

and communicating research results

5. demonstrate information literacy in evaluating social phenomena in socio-culturally

diverse communities and in perceiving patterns and relationships within them

III. improving intellectual skills

B. The program will develop students’ research skills so they can analyze data, examine social phenomena, and create well-organized written and oral reports.

6. compile coherent, well-organized written and oral reports applying empirical analysis

IV. applying knowledge

C. The program will provide students with information through exposure to the disciplines of the social sciences; students will develop an understanding of the historical and current context of social inequalities.

8. effectively communicate their informed judgment of applied solutions to structural

problems from a social science perspective.

V. exemplifying equity, ethics, and engagement.

C. The program will provide students with information through exposure to the disciplines of the social sciences; students will develop an understanding of the historical and current context of social inequalities.

7. apply social scientific concepts and knowledge to assessing policies, programs and

proposals for reducing inequality and solving structural problems and to practice reflexive

self-awareness of how personal identity and individual life chances depend on social and

historical context.

1. These program proposal elements are required:

* [Comprehensive Assessment Plan](http://www.calstate.edu/app/documents/Program-Assessment-Plan-Template.docx) addressing all assessment elements
* [Matrix](http://www.calstate.edu/app/documents/CurriculumMapMatrixTemplate.docx) showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

See “BA in SS Program-Assessment-Plan”

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

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| **College of Social Sciences**  **BA in Social Science** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| **The BA in Social Science provides students with an understanding of major theoretical perspectives in the social sciences with a focus on how the social environment, culture, inequalities, and policies shape individual experiences; knowledge about how to utilize social science concepts in the analysis of social phenomena; opportunities to develop critical thinking, written, and oral communication skills rooted in social science perspectives; an appreciation of socio-cultural diversity within and among societies; and applied quantitative and qualitative research skills.** |

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| Goals and Student Learning Outcomes |

**A. The program will provide students with information about key concepts and issues in the social sciences so they will be able to comprehend and apply major theoretical perspectives. As a result, students will be able to:**

1. identify, explain and make use of basic social science concepts

2. utilize social science theories to explain and assess issues broadly

3. demonstrate knowledge of the assumptions and applications of major theories in the social sciences

**B. The program will develop students’ research skills so they can analyze data, examine social phenomena, and create well-organized written and oral reports. As a result, students will be able to:**

4. utilize accepted social scientific research techniques for the purpose of interpreting

and communicating research results

5. demonstrate information literacy in evaluating social phenomena in socio-culturally diverse

communities and in perceiving patterns and relationships within them

6. compile coherent, well-organized written and oral reports applying empirical analysis

**C. The program will provide students with information through exposure to the disciplines of the social sciences; students will develop an understanding of the historical and current context of social inequalities. As a result, students will be able to:**

7. apply social scientific concepts and knowledge to assessing policies, programs and proposals

for reducing inequality and solving structural problems and to practice reflexive self-

awareness of how personal identity and individual life chances depend on social and

historical context.

8. effectively communicate their informed judgment of applied solutions to structural

problems from a social science perspective.

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| Curriculum Map (Matrix of Courses X Learning Outcomes) | |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Courses | Outcome  1 | Outcome  2 | Outcome  3 | Outcome  4 | Outcome  5 | Outcome  6 | Outcome  7 | Outcome  8 | | Upper-Division |  |  |  |  |  |  |  |  | | Theory:  ANTH 104,  SOC 152, SOC 153,  WS 143 | M | M | M |  |  |  |  |  | | Methods:  ANTH 111,  CLAS 150,  CRIM 170,  SOC 175,  SOC 176,  WS 153 |  |  |  |  | I/R | M | R |  | | Inequality:  AFRS 104W,  CLAS 160,  SOC 151,  SSCI 180 | I/R | I/R |  | I/R | I/R |  | M | I/R | | Public Policy: PLSI 150,  PLSI 151,  PLSI 152,  PLSI 175,  SOC 144,  WS 149 | I/R | I/R |  | M |  |  | I/R | I/R | | Criminology:  CRIM/WS 126,  CRIM 178,  CRIM 138,  CRIM 120 (ID),  SOC 143 (ID) | I/R |  |  | I/R |  | I/R |  | M | | Diversity:  AFRS 144 (ID)  AFRS 165/DRAMA 187,  AIS 105W,  ANTH 115,  ANTH 120 (M/I),  CLAS 160 (M/I),  CLAS 120W,  COMM 164 (M/I),  CRIM 174,  GEOG 167 (M/I),  SOC 111,  SOC 131,  SWRK 136 (M/I),  WS 110,  WS 120,  WS 135 (M/I),  WS 101/HIST 101,  WS 195 | I/R | I/R |  | I/R | M |  | I/R | I/R | | Environmental Studies:  EES 167 (IB),  EES 168 (IB),  GEOG 115 (IB),  GEOG 128 (IB),  SOC 158 (IB) |  |  |  | I/R |  | I/R |  | I/R |  | **I = Introduced** | **R = Reinforced** | **M=Mastered** |  | | --- | --- | --- | --- |   \*Cells may have more than one measure because majors can enroll in multiple courses in each category. | |

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| Assessment Methods |

**Direct Measures**

**Pretest/Post-test**: These tests include both multiple choice and short answer questions and are used to assess content knowledge and critical thinking, as well as the extent to which student perspective on issues (such as gender roles) change between the beginning and end of the course.

**Embedded exam questions**: Students will write an essay in response to a specific content question on a final exam; using the attached rubric the essays will be scored on a 1-5 scale by at least two faculty members. The outcome is met if the student scores a minimum of 3/5. Desired results will include students’ ability to utilize key social science terminology correctly and identify and apply relevant theoretical perspectives as well as craft a clear, coherent report.

**Research paper/project:** Student papers and/or projects involving questions that require the use of empirical analysis will be evaluated by at least two faculty members. Using the attached rubric, the paper/project will be evaluated on a 1-5 scale by at least two faculty. The outcome is met if the student scores a minimum of 3/5. Desired results will include the extent to which students have identified and correctly used the appropriate methodology and the extent to which they have analyzed the data and used it to draw conclusions or make arguments.

**Reflective Exercise:**

Student papers and/or projects involving reflection prompts that require students to critically assess the role of the individual in society with regard to global topics like environmental degradation will be evaluated by at least two faculty members. Using the attached rubric, the paper/project will be evaluated on a 1-5 scale by at least two faculty. The outcome is met if the student scores a minimum of 3/5. Desired results will include the extent to which students have illustrated reflexive self-awareness in their subjective and objective perspectives on the analysis of data.

**Indirect Measures**

**Alumni Survey:** The alumni survey will be used to measure the relationship between a student’s training and their abilities in post-graduation pursuits. The specific information collected will be analyzed to see whether any adjustments to the program might enhance its effectiveness. These skills can include critical thinking, oral and written communication, knowledge about basic social science concepts and perspectives and the ability to interpret and apply basic research techniques.

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| Student Learning Outcomes X Assessment Methods Matrix |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | SLO’s | SLO1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 | SLO7 | SLO8 | | Pre-post  Test | X |  | X |  |  |  |  |  | | Embedded question | X | X | X | X | X |  |  |  | | Paper or Project | X | X | X | X | X | X | X | X | | Reflection Exercise |  |  |  |  |  |  | X |  | | Alumni Survey |  |  |  |  |  |  | X | X | |

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| **Timeline for Implementation of Assessment Methods and Summary Evaluations** |
| Year 2022 to 2023 Major Theory Requirement Course: Learning Outcomes 2 and 3 |
| Method 1: Final paper/project will be used; a representative sample of at least 15 papers/projects will be drawn and scored using our rubric by at least two faculty |
| Year 2023 to 2024 Major Methods Requirement Course: Learning Outcomes 1 and 4 |
| Method 1: Final paper/project will be used; a representative sample of at least 15 papers/projects will be drawn and scored using our rubric by at least two faculty |
| Year 2024 to 2025 Major Inequality Requirement: Learning Outcomes 7 and 8 |
| Method 1: Final paper/project will be used; a representative sample of at least 15 papers/projects will be drawn and scored using our rubric by at least two faculty |
| Year 2025 to 2026 Major Public Policy Requirement: Learning Outcomes 5 and 6 |
| Method 1: Final paper/project will be used; a representative sample of at least 15 papers/projects will be drawn and scored using our rubric by at least two faculty |
| Year 2026 to 2027 Major Diversity Requirement: Learning Outcomes 1 and 8 |
| Method 1: Final paper/project will be used; a representative sample of at least 15 papers/projects will be drawn and scored using our rubric by at least two faculty |

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| Process for Closing the Loop |
| For this five-year plan, the Program in Social Science is evaluating each of our major requirement areas. Each of the assessment methods of this five-year plan will involve the final paper or project for the course involved. Results for each year’s SOAP project will be presented and discussed with Program faculty following the completion of the report. Then, a committee of faculty will analyze the results in depth, discussing any proposed changes in course content, program curricula and faculty-course scheduling that emerge from our analysis of the SOAP. The projects/papers that we will use for the SOAP project each year of this timeline will become signature assignments for each course’s evaluation in future semesters. Instructors of these courses will therefore be able to compare papers from semester-to-semester to ascertain if changes made after the initial analysis have been effective.  Over the course of this five-year plan, it is our intention to initiate practices that encourage a review of syllabi prepared by new faculty in the Program. For example, syllabi prepared by new faculty will be reviewed by the Program Coordinator and the Assessment Coordinator. This will help to confirm that learning outcomes are measurable and aligned with assignments and that the learning outcomes on the syllabi are consistent with program goals and outcomes. |
|  |

**Student Outcomes Assessment Rubric – Program in Social Science**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1**  **Unacceptable** | **2**  **Developing** | **3**  **Competent** | **4**    **Proficient** | **5**  **Exemplary** |
| **Content and**  **purpose** | Minimal attention to content and purpose; errors of fact; lacks thesis statement/research question | Some attention to content and purpose but reflects incomplete understanding | Main points presented with limited details; some critical thinking present | Main points developed with quality supporting details and evidence | Insightful, cogent analysis of or response to a prompt; compelling, persuasive arguments |
| **Use of appropriate methodology and data analysis** | No discussion of methodology or data analysis | Minimal discussion of methods and analysis; | Adequate application of research methods and data analysis | Clearly competent application of research methods and data analysis | Correct, well-applied methods used; consistently clear explanation and justification for data analysis |
| **Source of evidence** | Fails to demonstrate competence; few or unsubstantiated sources used | Some attempt to use sources; overuse of quotations or paraphrases | Meets minimum requirement for use of sources; some information may lack relevance | Consistent use of appropriate, relevant sources to develop and support ideas | Skillful, thorough, ethical, and correct use of high-quality, credible, relevant sources to develop and support ideas |
| **Mechanics, format, and syntax** | Pervasive pattern of errors in grammar, structure, word usage; lack of organization | Lacks coherent structure; repeated, serious errors in grammar and word usage | Most grammar, structure and syntax correct; some errors remain | Few errors in grammar, structure, or syntax; may be somewhat less fluid or complex | Clear organizational structure; excellent grammar and word usage with few, minor, non-repeated errors |

1. Indicate total number of units required for graduation. **120**
2. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program. **N/A**
3. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program. **N/A**
4. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level. **N/A**
5. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

While the roadmap includes free electives, in this 3-year plan, some of those free electives are replaced by courses that also fulfill other areas of the major or graduation requirements. This will help students who join the cohort late (such as when replacing students who have paroled) to catch up.

**3 YEAR PLAN (for degree completion in two years)**

**Year 1**

ANTH 104: Mullooly (Theory)

CRIM 120: Hughes (Criminology; ID)

SOC 130W: Slusser (W) \*4 units

AFRS 165: Ellis (Diversity)

CRIM 170: Pickering (Methods)

EES 167: Richaud (Environmental Studies; IB)

SOC 111: Jendian (Diversity)

PLSI 150: Bryant (Public Policy)

SSCI 180: Gong (Inequality)

ENGL 103: Hernandez (IC) \*4 units

**Year 2**

CRIM 138: Summers (Criminology)

AIS 105W: Lee-Oliver (Diversity; W)

WS 110: Alvarez (IC)

HIST 101/WS 101: Slusser (Diversity; ID)

PLSI 175: Holyoke (Public Policy)

GEOG 128: McFeeters (Environmental Studies; IB)

WS 153: Alvarez (Theory)

ANTH 117: Saxton (Free Elective)

GEOG 167: Calvarese (M/I)

ANTH 116W: Delcore (ID; W)

**Year 3**

ANTH 104: Mullooly (Theory)

CRIM 120: Hughes (Criminology; ID)

ANTH 105W: Ballew (W; M/I)

PLSI 128T: Ram (Free Elective)

CRIM 170: Pickering (Methods)

AFRS 165: Ellis (Diversity)

COMM 164: Moreman (Diversity; M/I)

ANTH 128: Saxton (Free Elective)

SSCI 180: Gong (Inequality)

PLSI 150: Bick (Public Policy)

(WASC 2013 CFR: 2.2b)

1. For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in [Section 40510](http://www.calstate.edu/APP/documents/Title5_MastersDegree_requirements.doc) of [Title 5 of the California Code of Regulations](http://government.westlaw.com/linkedslice/search/default.asp?RS=GVT1.0&VR=2.0&SP=CCR-1000&tempinfo=TOC). **N/A**
2. For graduate degree proposals, cite the corresponding bachelor’s program and specify whether it is (a) subject to accreditation and (b) currently accredited. **N/A**

(WASC 2013 CFR: 2.2b)

1. For graduate degree programs, specify admission criteria, including any prerequisite coursework. **N/A**

(WASC 2013 CFR: 2.2b)

1. For graduate degree programs, specify criteria for student continuation in the program.
2. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Most students entering into this program will have earned an Associate Degree from Merced College, the designated provider of face-to-face Associate Degree programs in the two specified prisons. The director of the proposed Fresno State BA program is working with the director of Merced College’s prison program to promote compatibility between the programs and to ensure that the Merced College graduates are transfer ready for the CSU.

1. Provide an advising “roadmap” developed for the major.

**ROADMAP**

**Pre-req:**

Stats (MATH 11)

**Year 1**

**Fall**

Theory course (3-4 units)

Criminology course (3 units)

W course (3-4 units)

Free Elective (3-4 units)

**Spring**

Methods course (3-4 units)

GE ID course (3 units)

Diversity course (3 units)

Free Elective (3-4 units)

**Summer\***

Inequality course (3-4 units)

Free Elective (3-4 units)

**Year 2**

**Fall**

Criminology course (3 units)

Diversity course (3 units)

GE IC course (3-4 units)

Free Elective (3-4 units)

**Spring**

Public Policy course (3 units)

Environmental Studies; GE IB course (3 units)

Free Elective (3-4 units)

Free Elective (3-4 units)

**Summer**

M/I course (3 units)

Free Elective (3-4 units)

\*Note: Since this program operates via DCGE and because the prison education departments function year-round, this program will include summer courses.

1. 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 at this time.

(WASC 2013 CFR: 1.8)

**Accreditation** **Note:**

*Master’s degree program proposals*

If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree major program.

*Fast-track proposals*

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

1. **Societal and Public Need for the Proposed Degree Major Program**
2. 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.

Although not presently offered at Fresno State, BA degrees in Social Science are offered within the CSU at our sister campuses in San Bernardino, Chico, Sacramento, Stanislaus and San Marcos.

The most salient public need for this Program may be that Fresno State has been specifically chosen to offer it by CDCR. Of the other CSU campuses offering Bachelor’s degrees in Social Science, none of them are being offered within CDCR prisons. CDCR chose Cal State LA to offer a Bachelor’s degree completion program at institutions near their campus and they chose Sacramento State for institutions near that campus; neither of these degree programs are in Social Science. In like fashion, Fresno State has been offered the opportunity to provide this needed service at our local institutions.

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

It is essential to note that there are two distinct novel creations implied in this proposal: 1) a new major in Social Science and 2) a new BA completion program designed for two prisons. Regarding the new degree in Social Science, the emphasis of the other programs varies, from

one that heavily emphasizes history to another that emphasizes Sociology. Regarding BA completion programs, the other campuses mentioned offer BA degrees in Communication.

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

The curriculum that comprises the proposed Program is not being offered on the Fresno State campus. All of the courses within this program already exist as courses in Sociology, Criminology and other programs. The other difference is that these courses would be delivered through the Division of Continuing and Global Education.

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

This proposed program has come about through the invitation of the CDCR. CDCR expressly sought Fresno State’s partnership for BA degree completion programs in VSP and CCWF. The BA degree completion program is designed to further the educational offerings within the two prisons, providing incarcerated students the opportunity to advance beyond the Associate Degree programs offered by Merced College. Fresno State has worked in conjunction with CDCR to develop the proposed program. A portion of the allocated funding for the program was proposed in the California Governor’s budget that was approved by the State Assembly and Senate in 2021. The growing governmental support for higher education programs in prisons reflects the research-documented benefits of such programs for reducing reoffending, supporting positive reentry post-prison, increasing employability, strengthening communities, and more broadly addressing the multidimensional problems generated by mass incarceration (see, for example, Davis, 2019).

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

Research studies such as the ones undertaken by the RAND Corporation (summarized in Davis, 2019) indicate that incarcerated individuals who engage in education while incarcerated have greater chances of procuring employment upon release than those who do not. For example, a RAND study showed that employment after release was 13% higher among those who studied in prison, and this study was focusing on all levels of education including basic-level education. A BA degree from Fresno State will therefore increase employment opportunities for this marginalized population.

Education programs in prisons are one of the most effective ways of encouraging successful reentry and a reduction in recidivism for those released from prison (Davis, 2019). Allowing incarcerated students to develop social capital through achievement in higher education can be crucial for enabling returning citizens to engage fully and productively in society. The development of social ties to institutions of higher learning is also associated with the long term desistance from crime. There are ultimate consequences for the strengthening of families and communities.

Moreover, Fresno State is one of 14 CSU campuses that houses Project Rebound, a wraparound support program for formerly incarcerated students. The program began at Fresno State in 2016. Through Project Rebound, the campus already has a proven track record of supporting individuals with lived experience of incarceration, assisting them to meet their academic goals of obtaining a Bachelor’s degree, and helping them to fulfill their goals of finding employment or gaining admission to graduate school once they’ve earned the Bachelor’s degree.

**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](http://www.bls.gov/)

[California Labor Market Information](http://www.labormarketinfo.edd.ca.gov/)

1. **Student Demand**
2. 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.

There are extensive waitlists at both locations where this program will be offered. Additionally, the Program Coordinator regularly receives heart felt letters, imploring her consideration of potential candidates. Advertisement for this Program will never be required.

1. 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.

Through operating in prisons, this Program will expand access to BA degrees to those who are traditionally excluded from such academic opportunities. The Fresno State BA Degree completion program will draw primarily on qualified graduates from Merced College’s Associate Degree program at VSP and CCWF. However, the BA program will be promoted throughout the prisons so that those students who are otherwise qualified will learn of the opportunity to apply. As noted previously, given the prison population demographics it is expected that the student population will disproportionately consist of first-generation college students, students of color, and students facing substantial economic hardship. Moreover, Fresno State’s Project Rebound runs structured outreach programs in CCWF and VSP that are specifically designed to encourage incarcerated students from all demographic backgrounds to consider enrolling in higher education. This outreach program will serve to further increase diversity and inclusivity within the BA Degree completion program.

1. For master’s degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.
2. Describe professional uses of the proposed degree program.

As was stated earlier, a RAND study showed that employment after release was 13% higher among those who studied in prison, and this study was focusing on all levels of education including basic-level education (Davis, 2019).

1. 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.

The Program will enroll cohorts of 50 students at a time. Thus every two years 50 students will complete the Program with a BA.

|  |  |  |  |
| --- | --- | --- | --- |
|  | At Initiation | After 3 Years | After 5 Years |
| Number of Majors (Annual) | 50 | 50 | 50 |
| Number of Graduates (Cumulative) |  | 50 | 100 |

**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: Undergraduate Studies Memo of Support.pdf

1. **Existing Support Resources for the Proposed Degree Major Program**
2. 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)

This list is not a full representation of all faculty who have expressed interest in teaching in this program. We have only listed faculty who have shown interest in teaching specific courses in the near future. The list includes faculty from four different colleges (Arts and Humanities, Health and Human Services, Science and Mathematics and Social Sciences) representing every rank offered.

**Africana Studies Program and the Theater and Dance Department**

Professor Thomas-Whit Ellis, MFA

**American Indian Studies Program and Women's, Gender, and Sexuality Studies Department**

Associate Professor Leece Lee-Oliver, PhD

**Anthropology Department**

Professor Henry Delcore, PhD

Professor James Mullooly, PhD

Associate Professor Dvera Saxton, PhD

Part Time Faculty Dr. Theodor Ballew, PhD

Part Time Faculty Gena Gong, EdD

**Criminology Department**

Professor Emma Hughes, PhD,

Assistant Professor Jordan Pickering, PhD

Assistant Professor Monica Summers, PhD

**Communication Department**

Professor Shane Moreman, PhD

**Earth and Environmental Sciences**

Associate Professor Mathieu Richaud, PhD

**English Department**

Associate Professor Alison Mandaville, PhD.

Associate Professor Melanie Hernandez, PhD

**Geography and City and Regional Planning**

Professor Michelle Calvarese, PhD

Associate Professor Chi-Hao Wang, PhD

Part Time Faculty Stuart McFeeters, PhD

**History Department**

Part Time Faculty Sean Slusser, MA

**Political Science Department**

Associate Professor Lisa Bryant, PhD

Professor Thomas Holyoke, PhD

Professor Melanie Ram, PhD

Assistant Professor Naomi Bick, PhD

**Social Work Education Department**

Associate Professor Travis Cronin, PhD

**Sociology Department**

Professor Mathew Jendian, PhD

**Women's, Gender, and Sexuality Studies Department**

Part Time Faculty, Jackie Alvarez, MA

1. Describe facilities that would be used in support of the proposed program.

Both VSP and CCWF have education departments. These departments house numerous classrooms that are available for college education provision. Each prison has designated education department staff to coordinate the scheduling and running of the Fresno State classes. All classrooms are equipped with standard equipment such as whiteboards and projectors for laptops.

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

Traditionally, individuals in prison have had only limited access to learning and library resources. CDCR is working to improve this provision, and the offering of this degree completion program will represent a significant step forward in increasing incarcerated students’ access to academic materials. Each prison contains a physical library. Significantly, CDCR is working to expand access for students to electronic databases such as EBSCO. CDCR maintains its own Canvas platform and students will have access to Canvas via a closed intranet system. Finally, each student will be provided a laptop by CDCR as part of their participation in this Program.

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

All standard classroom equipment is available as noted in 7b above. No specialized equipment or materials will be needed.

1. **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.

1. Describe additional faculty or staff support positions needed to implement the proposed program.
2. 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).
3. 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.
4. 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.
5. **Self-Support Programs**
6. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

The Program is limited to on-site delivery inside of two correctional facilities. The student population will be restricted to incarcerated individuals exclusively matriculated into the proposed degree program. There will be no impact on existing state-supported programs in that courses will not be available to State-funded students (physically or electronically). Therefore, supplanting would not occur.

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

The Fresno State campus has reviewed its resources and growth priorities for the upcoming 10 years through its master plan. We have concluded the State of California General Fund allocation to the Fresno State campus is unavailable to the implementation of this expensive program. Program requires on-site delivery inside of two correctional facilities approximately 40 miles from the Fresno State main campus. Inclusive of coordinator expense, mileage reimbursement, faculty salary, institutional fees and course materials for this program, the overall expense is cost prohibitive to operate using State resources. Fresno State has determined self-support is the only reasonable funding source.

1. Explain how at least one of the following additional criteria shall be 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.

Noting ii above: The program will serve a population of students currently not being served by the university - incarcerated individuals who do not have the ability to matriculate as a State-funded student. Instruction will occur face-to-face inside two California correctional facilities.

Noting iv above. Program coordination, mileage reimbursements, salary, and included instructional materials will make this program cost prohibitive to operate using State resources.

**5 Year Budget Projection**

This program operates in self-support. No state funds will be impacted by this program. Costs associated with the program will be covered, entirely, by category V fees paid on behalf of the student by the California Department of Corrections and Rehabilitative Services. Fees will not the responsibility of the student.

Student per-unit cost:

Student per-unit cost is $450, consistent with per-unit cost of similar undergraduate courses in Continuing and Global Education, covers the costs of mileage, institutional fees and course materials.

Number of units producing revenue each academic year: A minimum number of 30 units produce revenue each academic year. This is a 60 unit program (baccalaureate degree completion from an Associate’s Degree) delivered in a 2 year duration.

Total cost a student will pay to complete the program:

The estimated total cost, comprised totally of Category V fees, is $27,000 based on the minimum units needed (60) multiplied by the per-unit cost ($450) to complete the program/degree. This program will last two years. Under an MOU with the CDCR, all costs will be paid by the State of California’s budget to CDCR. Students will not be responsible for their cost. CDCR will be a sponsoring agency cooperating through the Division of Continuing and Global Education.

Financial Aid:

There is no cost of attendance for students enrolled in the program as all costs are paid by CDCR through a 3rd-party sponsorship. Sponsorship has already been approved and implemented by Fresno State.

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. In contrast to a typical budget submission, we are not including attrition in this proposal, because there is a wait-list of (more than) two-hundred people wanting to join this program.

Cohort 1 has an estimated 25 headcount at each of two locations. Numbers reflected in this narrative are for each location unless noted differently. In Cohort 1, we estimate a total of $675,000 in Category V fees at each of two locations over a 2 year period.

Direct Expenses: We have budgeted the following direct expenses for each location for Cohort 1 at the following:  
Instructional costs: $194,880

Faculty Benefits: $15,591

Coordinator Pay/Release: $26,000

Coordinator Benefits: $2,080

Mileage Reimbursement: $30,912

Student Textbooks & Supplies ($3,000 per student per cohort): $75,000

Institutional Fees (Cal State Apply Fee & University Graduate Fee): $3,075

Operational, marketing, and ongoing support costs are included in Continuing and Global Education overhead (see below, indirect expenses).

Indirect Expenses: We have budgeted the following indirect expenses for each location for Cohort 1 at the following:

* Fresno State General Fund Reimbursement: $27,000
* Accounting Services: $12,488
* State Controller’s overhead $6,750
* Extended Education overhead $195,750
* Chancellor’s Office overhead $33,750

Net income for Cohort 1, is forecasted to be $51,710 for each location, or $103,420 for both locations. This is a small margin for a program of this size. Any net revenue is reconciled at the end of the cohort and shared between the College (75%) and the Provost (25%) as Continuing Education Revenue (CERF) in a Campus Partner (444XX) fund for self-support program development.

Final Note: the revenue source will be a contract between the California Department of Corrections and Rehabilitative Services to cover fees via a sponsorship and the Division of Continuing and Global Education.

Bachelor of Arts in Social Science (B.A.)

Self-support 5-year revenue Projection (both sites combined)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **2023-2024** | **2024-2025** | **2025-2026** | **2026-2027** | **2027-2028** |
| **REVENUE ASSUMPTIONS** | |  |  |  |  |  |
|  | Projected Enrollment (note 1 and 2) | 50 | 50 | 50 | 50 | 50 |
|  | Registration Fee Per Unit | $450 | $450 | $450 | $450 | $450 |
|  | Total Units (Note 1) | 30 | 30 | 30 | 30 | 30 |
|  |  |  |  |  |  |  |
| **REVENUE ESTIMATES** | |  |  |  |  |  |
|  | Cohort Revenue | $675,000 | $675,000 | $675,000 | $675,000 | $675,000 |
|  | **Revenue Subtotal** | **$675,000** | **$675,000** | **$675,000** | **$675,000** | **$675,000** |
|  |  |  |  |  |  |  |
| **EXPENDITURE ASSUMPTIONS** | |  |  |  |  |  |
| **1** | General Fund Reimbursement Percentage | 4% | 4% | 4% | 4% | 4% |
| **2** | Accounting Services Surcharge | 1.85% | 1.85% | 1.85% | 1.85% | 1.85% |
| **3** | Chancellor's Office Overhead Percentage | 5% | 5% | 5% | 5% | 5% |
| **4** | State Controller's Office Overhead Percentage | 1% | 1% | 1% | 1% | 1% |
| **5** | Continuing & Global Education Overhead Percentage | 29% | 29% | 29% | 29% | 29% |
| **6** | Faculty Salaries for 12 Units (note 3) | $194,880 | $194,880 | $194,880 | $194,880 | $194,880 |
| **7** | Program Coordinator Pay (or release) | $26,000 | $26,000 | $26,000 | $26,000 | $26,000 |
| **8** | Benefits Rate | 8% | 8% | 8% | 8% | 8% |
| **9** | Mileage (84 miles roundtrip, $48.30 roundtrip) | 0.575 | 0.575 | 0.575 | 0.575 | 0.575 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **EXPENDITURE ESTIMATES** | |  |  |  |  |  |
| **1** | General Fund Reimbursement Percentage | $27,000.00 | $27,000.00 | $27,000.00 | $27,000.00 | $27,000.00 |
| **2** | Accounting Services Surcharge | $12,487.50 | $12,487.50 | $12,487.50 | $12,487.50 | $12,487.50 |
| **3** | Chancellor's Office Overhead Percentage | $33,750.00 | $33,750.00 | $33,750.00 | $33,750.00 | $33,750.00 |
| **4** | State Controller's Office Overhead Percentage | $6,750.00 | $6,750.00 | $6,750.00 | $6,750.00 | $6,750.00 |
| **5** | Continuing & Global Education Overhead Percentage | $195,750.00 | $195,750.00 | $195,750.00 | $195,750.00 | $195,750.00 |
| **6** | Faculty Salaries for 24 (note 3) | $194,880.00 | $194,880.00 | $194,880.00 | $194,880.00 | $194,880.00 |
| **7** | Program Coordinator Pay (or release) | $26,000.00 | $26,000.00 | $26,000.00 | $26,000.00 | $26,000.00 |
| **8** | Benefits | $17,670.40 | $17,670.40 | $17,670.40 | $17,670.40 | $17,670.40 |
| **9** | Mileage | $30,912.00 | $30,912.00 | $30,912.00 | $30,912.00 | $30,912.00 |
| **9** | Student textbooks & supplies | 75,000 | 75,000 | 75,000 | 75,000 | 75,000 |
| **10** | Institutional Fees (Cal Apply, Graduation Fee) | $3,075.00 | $3,075.00 | $3,075.00 | $3,075.00 | $3,075.00 |
|  |  |  |  |  |  |  |
|  | **Expense Subtotal** | **$623,274.90** | **$623,274.90** | **$623,274.90** | **$623,274.90** | **$623,274.90** |
|  | **Net Income** | **$51,725.10** | **$51,725.10** | **$51,725.10** | **$51,725.10** | **$51,725.10** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1. This 60 unit program is delivered over 2 years. Headcount of 25 at each of 2 locations. | | | |  |  |  |  |  |
| 2. No attrition expected because of unique & long wait list. | | |  |  |  |  |  |
| 3. Based on salary schedule 2322 issued 7/19 and at rank of Professor. | | |  |  |  |  |  |

**Submit completed proposal packages to:**

[degrees@calstate.edu](mailto:degrees@calstate.edu)

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