

Faculty & Chairs Self-Support Program Guide



SAN DIEGO STATE
UNIVERSITY

College of
Extended Studies

never stop learningsm

W elcome ...

to our new “*Faculty & Chairs Self-Support Program Guide.*” The San Diego State University College of Extended Studies (CES) serves as a major SDSU community engagement service provider by reaching out to working adults and lifelong learners through self-support, traditional and non-traditional, 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 these “non-traditional” students.

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

We hope you will find this operational and reference guide to be a user-friendly overview for working with CES to develop and implement such self-support programs as:

- Degree Programs
- Credit Certificates
- Noncredit Certificates
- Stand-Alone Academic Credit Classes
- Study Abroad
- Noncredit Community Education Classes
- Programs offering Continuing Education Units

This *Guide* includes:

- Web links to relevant proposal forms and CSU Executive Orders
- A FAQ section, and
- Additional reference materials

The College of Extended Studies is dedicated to working with university partners to increase the educational opportunities available to our extended learning community. We encourage you to use this *Guide*, to meet with our program managers, and to provide comments, suggestions, and feedback on how best to improve this document. For assistance with questions related to developing self-support programs please contact:

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Thank you in advance for working with us to extend the excellence that is San Diego State University to all those we serve.

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Program Development and Implementation Overview

This section first provides a general overview of the program development and implementation process. Depending upon the type of program (e.g., credit vs. noncredit) you would like to develop, the specific steps and tasks necessary at each phase will vary.

Following the general overview we have included templates for the following specific program types:

- Degree Programs
- Credit Certificate Programs
- Noncredit Certificate Programs
- Stand-Alone Academic Credit Courses
- Study Abroad
- Programs offering Continuing Education Units
- Noncredit Community Education

Please review both the general overview as well as the template specific to the type of program you are interested in offering.

I. Initial Contacts

When you have an idea for a program that you are considering developing with CES, there are several areas within the university that you need to contact as you move from early idea to a 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

Your chair, department and college faculty committees that review 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/support for your program within your department and/or college.

2. College of Extended Studies

Your initial point of contact at CES will likely be with one of the key personnel listed at the bottom of the welcome page of this document. CES 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. Sample areas of concern include, but are not limited to:

1. The budget submitted for fee approval and the expected number of enrollments does not cover operating costs.
2. Expectations of potential students and partners are likely to 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 does not plan for student attrition.
4. Concerns about the integrity of the TOEFL waiver have arisen.
5. A formal needs assessment has not been conducted at all or has not been conducted in an unbiased manner.
6. Adherence to California Education Code, CSU regulations, and SDSU policies has not been achieved.

Please be sure to begin conversations about your new program idea well before it is finalized and ready for implementation. At the early stages, CES provides guidance about budgeting and staffing for self-support programs, applicable policies and procedures, reaching non-traditional 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 tuition payment, registration, books, etc., to ensure that the program can be established in a manner that is accessible for students and can successfully be supported by CES.

3. The Office of Academic Affairs

The Office of Academic Affairs provides oversight of all general fund and self-support academic programs at the university. Academic Affairs approves all academic programs run through CES. If you are considering developing a degree or advanced certificate, it is essential that you keep Academic Affairs informed about, and involved with the development of your program.

4. Graduate Division

For graduate level programs, the Graduate Division provides general oversight to ensure that all SDSU graduate programs are developed and implemented in accordance with campus and CSU policies and procedures. If you are considering developing a graduate degree or advanced certificate, it is essential that you also keep the Graduate Division informed about, and involved with the development of your program.

5. Undergraduate Division

For undergraduate degree programs, the Undergraduate Division provides general oversight to ensure that all SDSU undergraduate programs are developed and implemented in accordance with campus and CSU policies and procedures. If you are considering developing an undergraduate degree program, it is essential that you also keep the Undergraduate Division informed about, and involved with the development of your program.

6. WASC

If you are developing a degree program that is new, includes a substantive change to an existing degree program, or will be offered more than 25 miles from campus, you will need to seek WASC approval. As this process often takes nine months or more, it is important to begin work on this at the initial stages of program development. Your department, CES, and the SDSU WASC Planning and Coordinating Committee are all good resources for assistance in preparing your WASC application.

7. 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 section IV of this *Guide*. At various points throughout the program development process, agreements within SDSU will be reached for different program aspects such as:

- a. Academic: curriculum, program format, program length
- b. Administrative: admissions, start dates, schedules
- c. Fiscal: tuition, revenue sharing, collection of fees, payment of faculty, etc.

Once agreement has been reached on a particular item, you will be notified when it is appropriate to let the partner know.

The College of Extended Studies is available to work with and support you by playing a facilitative role in conversation(s) you have with the potential partners, to help ensure that key areas are addressed during these conversations, and to help prepare you for the next steps.

II. Needs Assessment

Concurrent with your initial conversations about a self-support program it is important for you to be actively involved conducting your 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 very high probability for the program to cover its development, implementation, and operating expenses. As regulation requires self-support programs to cover all of their operating costs, it is not possible to approve a program that cannot or is not likely to cover operating costs.

A comprehensive needs assessment also enables you to design a program that is closely aligned with potential student need. This might include curricular issues and instructional delivery methods.

There are numerous ways in which to conduct a needs assessment and CES is available to help you consider ways in which you could gather this information. In some instances, CES may be able to conduct your needs assessment directly through such vehicles as surveys of potential students, focus groups, etc. Your department or college may also have resources available to help you conduct a needs assessment. Professional associations and/or industry organizations may also be good sources of assistance with conducting your needs assessment.

III. Budget

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

1. All self-support programs must adhere to SDSU, CSU, and State policies and regulations that govern self-support program budgets
2. These policies and regulations govern such CES program facets as:
 - a. Budget development, monitoring, and audit compliance
 - b. Establishing fees
 - c. Allowable expenses
 - d. Collection of funds
 - e. Oversight and management of self-support programs
3. A partial list of applicable CSU Executive Orders (EOs) is listed at the end of this *Guide*.
4. CES has developed a series of templates to enable you to properly develop self-support program budgets. These very helpful templates are available for you to use in planning your program.

IV. Program Review and Approval

Before a program 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. CES will work very closely with you on these approvals and can provide support in completing and routing forms and other paperwork for required signatures/approval, and offering guidance if there are challenges or questions that arise during the approval process.

1. The office of Academic Affairs provides approval for credit and degree programs. Depending upon the type of credit and the scope of the program, this approval will take different forms. CES will work with you to identify what kind of approval you will need and prepare the form(s) necessary to secure this approval from Academic Affairs.
2. Fee approval for credit programs is necessary if your self-support program is charging a non-standard per unit fee. CES will prepare the final budget and fee approval form and see this through the approval process that includes Academic Affairs and Budget and Finance.
3. WASC approval, if necessary. This approval will be granted directly by WASC.

4. Signed Memorandum of Understanding if necessary. In some cases, a program might involve a third party such as a private business, partner university, or professional organization. In such cases, it is necessary to have a formal agreement that will likely 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 as some of the other approvals – especially fee approval and WASC approval – may hinge upon this agreement.
5. CES approval. As CES is a necessary partner for self-support programs, it is important that CES approves of the program from the perspective of being able to effectively administer the program and having reasonable confidence in the viability of the program in a self-support model. In some cases, CES 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 CES and some other tasks (e.g., academic advising, selection of faculty, etc.) will most likely be handled by the faculty advisor for the program.

It is important that these approvals are secured prior to efforts to recruit students as, until these approvals are in place, it is possible that the program will not be approved or that there may be changes in the academic content or instructional delivery of a program, the fees for the program, or the timeline associated with program launch. In an effort to provide accurate information to potential students, it is critical to secure these approvals in advance of recruitment and program implementation.

V. Marketing and Recruiting for a Program

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 in which you might market your program and they include:

- Listing the program in the Undergraduate/Graduate Bulletin if appropriate.
- Including the program in the CES catalog.
- Information about the program on department, college, and CES websites.
- Direct marketing via email 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.

CES program and marketing staff can assist you in developing 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. 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, 3-6 months for seminars and workshops, and 12-18 months for Study Abroad programs.

VI. Launching a Program

Depending upon the nature of the self-support program (e.g., a single noncredit course vs. an entire graduate degree program) numerous tasks will be implemented to smoothly and efficiently launch your program. These include:

- If students will need to apply and matriculate into the university for the program, the program must be set up in CSU Mentor.
- Reviewing applications if necessary.
- Setting up program accounts.
- Submission of course proposals.
- Identifying instructional faculty and preparing contract and payroll documents.
- Setting up courses and enabling registration.
- Ongoing monitoring of enrollments and the budget to ensure success as a self-support program.
- Ongoing student support and advising.

As part of the initial program planning, we will likely already have discussed the respective responsibilities of your department or college and of CES. As we will be working closely together during the program launch, CES 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.

Degree Programs
CES Program Development and Implementation for Guidelines

TASK	TIME PRIOR TO PROGRAM START DATE*	DETAILS
Degree Program Assessment and Development – Initial Steps		
1. Contact with 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 and this should be pursued when appropriate.
2. Contact with CES	Initial Step	Initiate contact and conversation with appropriate CES dean or director.
3. Contact with Academic Affairs	Initial Step	Initiate contact with Academic Affairs to keep them abreast of the proposed degree program. No formal approvals/processes are necessary at this point. This is also an opportunity to confirm if you will need WASC approval and begin planning for the WASC process if necessary.
4. Contact with Graduate Division (if applicable)	Initial Step	Initiate contact with Graduate Division to keep them abreast of the proposed degree program. No formal approval is necessary at this early stage.
5. Estimated/Actual Enrollments and Market Needs Assessment	Initial Step	The department, college, and CES can serve as resources in conducting a needs assessment. Evidence of sufficient demand for the program should be in place before moving ahead with program planning.
6. Draft Budget	9-12 months	CES will support you in developing a self-support budget for your program.
Finalizing a Degree Program		
7. Departmental and College Approval	12 months	Your department chair and/or dean will be able to let you know if there is a formal approval process in place for new degree programs that involve the department and college.
8. Approval from Academic Affairs	9-12 months	For a Special Sessions degree program, this requires completion of the Special Sessions Program/Course Proposal Form (EO 802), including Special Sessions Course Proposal forms for all courses that will be a part of the degree.
9. Approval from CES	9-12 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 CES.
10. Approved Budget	9 months	All self-support program budgets are reviewed and approved by CES, Budget and Finance, and Academic Affairs to ensure EO compliance.
11. Fee Approval (if non-standard fee)	6 months	Fee approval is a critical step as, without officially approved program fees, it is inappropriate to quote fees to prospective students until the fees are officially approved.
12. Approved MOU (if applicable)	9 months	In many instances, this is a critical component of program viability if the 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.
13. WASC Approval	6-12 months	Securing WASC approval is a necessary step in launching the program if substantive changes are made to the degree program. It is also critical from a recruitment perspective as it is challenging to recruit students for a program that has not been officially accredited.

Implementing a Degree Program		
14. Marketing Efforts	6-12 months	Planning is important here as certain marketing efforts (e.g., placement in university catalogs, brochures) require significant lead-time.
15. Review Student Applications	3-9 months	You will be working closely with graduate or undergraduate admissions on this task.
16. Complete Course Proposals	1-3 months	Complete course proposals, including instructor and date information, enable CES to set up the courses so that students can register.
17. Complete Instructor and Administrator Information	1-3 months	Complete instructor information ensures that CES will be able to process instructor and administrative pay in a timely manner.
18. Confirmation of Registration Process	1-3 months	It will be important for all involved – the academic program staff, CES program staff, and CES Registration and Cashiering to confirm how students will register and pay for their courses.
19. Monitoring	Ongoing	New programs require close monitoring to ensure that student expectations are being met, academic college and CES tasks are facilitating efficient program administration, and that the program is fiscally successful in a self-support model.

Please be advised that the timelines are estimated and are based on standard operating procedures.

Credit Certificate Programs
CES Program Development and Implementation Guidelines

TASK	TIME PRIOR TO PROGRAM START DATE	DETAILS
Credit Certificate Program Assessment and Development – Initial Steps		
1. Contact with 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 and this should be pursued when appropriate.
2. Contact with CES	Initial Step	Initiate contact and conversation with appropriate CES dean or director.
3. Contact with Academic Affairs	Initial Step	Initiate contact with Academic Affairs to keep them abreast of the proposed certificate program. No formal approvals are necessary at this point.
4. Contact with Graduate Division (if applicable)	Initial Step	Initiate contact with Graduate Division to keep them abreast of the proposed certificate program. No formal approval is necessary at this point.
5. Estimated/Actual Enrollments and Market Needs Assessment	Initial Step	The department, college, and CES can serve as resources in conducting a needs assessment. Evidence of sufficient demand for the program should be in place before moving ahead with certificate program planning.
6. Draft Budget	9-12 months	CES will support you in developing a self-support budget for your program.
Finalizing a Credit Certificate Program		
7. Departmental and College Approval	12 months	Your department chair and/or dean will be able to let you know if there is a formal approval process in place for new certificate programs that involve the department and college.
8. Approval from Academic Affairs	9-12 months	For a Special Sessions certificate program, this requires completion of the Special Sessions Program/Course Proposal form (EO 802), including Special Sessions Course Proposal forms for all courses that will be a part of the certificate.
9. Approval from CES	9-12 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 CES.
10. Approved Budget (for all programs)	9 months	All self-support program budgets are reviewed and approved by CES, Budget and Finance, and Academic Affairs to ensure EO compliance.
11. Fee Approval (if non-standard fee)	6 months	Fee approval is a critical step as, without officially approved program fees, it is inappropriate to quote fees to perspective students until the fees are officially approved.
12. Approved MOU (if applicable)	9 months	In many instances, this is a critical component of program viability if the third party plays a central role in the program (e.g., as a partner university, employer sponsoring students in the certificate program, etc.).

Implementing a Credit Certificate Program		
13. Marketing Efforts	6-12 months	Planning is important here as certain marketing efforts (e.g., placement in university catalogs, brochures) require significant lead-time.
14. Review Student Applications	1-6 months	For Advanced Graduate Certificates, students must officially apply through CSU Mentor and applications and students must be formally admitted into the program. Ideally, this happens before students begin to take classes, however, it is possible to complete up to 9 units before being formally admitted into the program.
15. Complete Course Proposals	1-3 months	Complete course proposals, including instructor and date information, enable CES to set up the courses so that students can register.
16. Complete Instructor and Administrator Information	1-3 months	Complete instructor information ensures that CES will be able to process instructor and administrative pay in a timely manner.
17. Confirmation of Registration Process	1-3 months	It will be important for all involved – the academic program staff, CES program staff, and CES Registration and Cashiering to confirm how students will register and pay for their courses.
18. Monitoring	Ongoing	New programs require close monitoring to ensure that student expectations are being met, academic college and CES tasks are facilitating efficient program administration, and that the program is fiscally successful in a self-support model.

Please be advised that the timelines are estimated and are based on standard operating procedures.

Noncredit Certificate Programs
CES Program Development and Implementation Guidelines

TASK	TIME PRIOR TO PROGRAM START DATE	DETAILS
Noncredit Certificate Assessment and Development – Initial Steps		
1. Contact with CES	Initial Step	Initiate contact and conversation with appropriate CES dean or director.
2. Estimated/Actual Enrollments and Market Needs Assessment	Initial Step	CES 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.
3. Draft Budget	Initial Step	CES will support you in developing a self-support budget for the program.
Finalizing a Noncredit Certificate Program		
4. Approval from CES	6-9 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.
5. Approved Budget	6-9 months	All self-support program budgets are reviewed and approved by CES to ensure EO compliance.
6. Approved MOU (if applicable)	6-9 months	In many instances, this is a critical component of program viability if the third party plays a central role in the program (e.g., as a partner association or institution, employer sponsoring students in the program, etc.).
Implementing a Noncredit Certificate Program		
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	1-3 months	Complete course proposals, including instructor and date information, enable CES to set up the courses so that students can register.
9. Complete Instructor and Administrator Information	1-3 months	Complete instructor information ensures that CES will be able to process instructor and administrative pay in a timely manner.
9. Confirmation of Registration Process	1-3 months	It will be important for all involved – the academic program staff, CES program staff, and CES Registration and Cashiering to confirm how students will register and pay for their courses.
10. Monitoring	Ongoing	New programs require close monitoring to ensure that student expectations are being met, academic college and CES tasks are facilitating efficient program administration, and that the program is fiscally successful in a self-support model.

Please be advised that the timelines are estimated and are based on standard operating procedures.

Stand-Alone Credit Courses
CES Program Development and Implementation for Self-Support Guidelines

TASK	TIME PRIOR TO PROGRAM START DATE	DETAILS
Stand-Alone Credit Course Development – Initial Steps		
1. Contact with Dept. Chair and College Dean	Initial Step	Initiate conversations with your chair and/or dean about the need to run a course through CES.
2. Contact with CES	Initial Step	Initiate contact and conversation with appropriate CES dean or director.
3. Contact with Academic Affairs		Generally not necessary for a singular stand-alone course unless extenuating circumstances.
4. Estimated/Actual Enrollments and Market Needs Assessment	Initial Step	The department, college, and CES can serve as resources in conducting a needs assessment. Evidence of sufficient demand for the program should be in place before moving ahead with program planning.
5. Draft Budget	Initial Step	CES will discuss fiscal options for running the course.
Finalizing a Stand-Alone Credit Course		
6. Departmental and College Approval	1-3 months	Your department chair and dean will sign off on the course proposal form.
7. Approval from Academic Affairs	1-3 months	For a Special Sessions stand-alone course, this requires completion of the Special Sessions Program Proposal form (EO 802), including Special Sessions Course Proposal forms for each course. If you are offering a Special Topics course, this course will need to be approved by the Special Topics Committee as well.
8. Approval from CES	1-3 months	CES will sign off on the course proposal form(s).
9. Approved Budget (for all programs)	2-3 months	All self-support program budgets are reviewed and approved by CES, Budget and Finance, and Academic Affairs to ensure EO compliance.
10. Fee Approval (if non-standard fee)	2-3 months	CES will seek fee approval if a non-standard fee is being used for the course, however, stand-alone courses usually do not qualify for special fees.
Implementing a Stand-Alone Credit Course		
11. Marketing Efforts	As needed	Planning is important here as certain marketing efforts (e.g., placement in university catalogs, brochures) require significant lead-time.
12. Complete Course Proposals	1-3 months	Complete course proposals, including instructor and date information, enable CES to set up the courses so that students can register.
13. Complete Instructor and Administrator Information	1-3 months	Complete instructor information ensures that CES will be able to process instructor pay in a timely manner.
14. Confirmation of Registration Process	1-3 months	It will be important for all involved – the academic program staff, CES program staff, and CES Registration and Cashiering to confirm how students will register and pay for their courses.
15. Monitoring	Ongoing	New courses require close monitoring to ensure that student expectations are being met, academic college and CES tasks are facilitating efficient program administration, and that the course is fiscally successful in a self-support model.

Please be advised that the timelines are estimated and are based on standard operating procedures.

Study Abroad
CES Program Development and Implementation Guidelines

TASK	TIME PRIOR TO PROGRAM START DATE	DETAILS
Study Abroad Program Assessment and Development – Initial Steps		
1. Contact with Dept. Chair	Initial Step	Informal conversations with your chair; in some departments there is a formal process for reviewing new program ideas and this should be pursued when appropriate.
2. Contact with CES	Initial Step	Initiate contact and conversation with appropriate CES dean or director.
3. Contact with Academic Affairs		Generally not necessary; pursue only if extenuating circumstances.
4. Estimated/Actual Enrollments and Market Needs Assessment	Initial Step	The department, college, and CES Study Abroad director can serve as resources in conducting a needs assessment. Evidence of sufficient demand for the program should be in place before moving ahead with program planning.
5. Draft Budget	12-14 months	CES will support you in developing a self-support budget for your program.
Finalizing a Study Abroad Program		
6. Departmental Approval	12-14 months	Your department chair will be able to let you know if there is a formal approval process for developing self-support study abroad programs.
7. Approval from Academic Affairs	12-14 months	CES Study Abroad staff will help you secure the correct type of approval from Academic Affairs based on the type of credit you are offering with the program.
8. Approval from CES	12-14 months	This may take the form of an MOU identifying the program, outlining program responsibilities, and confirming program budget and fiscal relationships between the academic college and CES.
9. Approved Budget (for all programs)	12 months	All self-support program budgets are reviewed and approved by CES, Budget and Finance, and Academic Affairs to ensure EO compliance.
10. Fee Approval (if non-standard fee)		Fee approval is a critical step as, without officially approved program fees, it is inappropriate to quote fees to perspective students until the fees are officially approved. Especially for international programs with high costs and third party vendors, confirming the budget and fees prior to recruiting students is important.
11. Approved MOU (if applicable)	12 months	In many instances, this is a critical component of program viability if the third party plays a central role in the program (e.g., as a partner university).

Implementing a Study Abroad Program		
12. Marketing Efforts	12-14 months	The recruitment cycle for Study Abroad programs often begins a year or more in advance of the program launch date as students are planning their academic year far in advance.
13. Review Student Applications	4-12 months	CES accepts and reviews applications to the program.
14. Complete Course Proposals	6 months	Complete course proposals, including instructor and date information, enable the CES Study Abroad office to set up the courses so that students can register.
15. Complete Instructor and Information	6 months	Complete instructor information ensures that CES will be able to process instructor pay in a timely manner.
16. Confirmation of Registration Process	6 months	It will be important for all involved – the academic program staff, CES program staff, and CES Registration and Cashiering to confirm how students will register and pay for their courses.
17. Monitoring	Ongoing	New programs require close monitoring to ensure that student expectations are being met, academic college and CES tasks are facilitating efficient program administration, and that the program is fiscally successful in a self-support model.

Please be advised that the timelines are estimated and are based on standard operating procedures.

Continuing Education Units (CEUs)
CES Program Development and Implementation Guidelines

TASK	TIME PRIOR TO PROGRAM START DATE	DETAILS
CEU Program Assessment and Development – Initial Steps		
1. Contact with CES	Initial Step	Initiate contact and conversation with appropriate CES dean or director.
2. Draft Budget	Varies	CES will assist in identifying current per unit costs for CEUs for your program.
Finalizing a CEU Program		
3. Approval from CES	1 month	CES signature on a CEU course proposal is the only required document for program approval.
Implementing a CEU Approved Program		
4. Complete Course Proposals	1 month	Complete course proposal form to enable CES to set up the courses so that students can register.
5. Confirmation of Registration Process	1-3 months	It will be important for all involved – the academic program staff, CES program staff, and CES Registration and Cashiering to confirm how students will register and pay for their courses.

Please be advised that the timelines are estimated and are based on standard operating procedures.

Non-Credit Community
CES Program Development and Implementation Guidelines

TASK	TIME FRAME	DETAILS
Noncredit Program Assessment and Development – Initial Steps		
1. Contact with CES	Initial Step	Initiate contact and conversation with appropriate CES dean or director.
2. Estimated/Actual Enrollments and Market Needs Assessment	Initial Step	CES 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.
3. Draft Budget	Initial Step	CES will assist in developing a program budget for your course or program. This includes establishing program fees.
Finalizing a Noncredit Program		
4. Approval from CES	3-9 months	This could take the form of an MOU identifying the program, outlining program responsibilities, and confirming program budget and fiscal policies.
Implementing a Noncredit Program		
5. Marketing Efforts	3-9 months	Depending upon the nature of the program, early marketing and publication in CES catalogs and/or other venues may be critical for student recruitment.
6. Complete Course Proposals	1 month	Complete course proposals enable CES to set up the courses so that students can register.
7. Complete Instructor Information	1 month	Complete instructor information ensures that CES will be able to process instructor pay in a timely manner.
8. Confirmation of Registration Process	1-3 months	It will be important for all involved – the academic program staff, CES program staff, and CES Registration and Cashiering to confirm how students will register and pay for their courses.
9. Monitoring	Ongoing	New programs require close monitoring to ensure that student expectations are being met, academic college and CES tasks are facilitating efficient program administration, and that the program is fiscally successful in a self-support model.

Please be advised that the timelines are estimated and are based on standard operating procedures.

FAQ's

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. Academic Affairs and the Graduate Division provide guidance on developing your program in accordance with university policies and procedures. CES offers guidance on a number of issues relevant to self-support programs including expertise in developing programs for non-traditional students, marketing, policies and procedures for self-support programs, and implementing the program so that it runs smoothly and students have a positive learning experience.

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

You are required to work with CES 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. The CES program directors can provide information about likely program expenses, discuss mechanisms for taking in revenue and covering expenses, budget for an appropriate number of students, understand whether standard or special fees will apply, and make sure the program budget is in compliance with CSU Executive Orders. CES has budget templates that are helpful in the development of self-support program budgets. There is more flexibility in pricing for noncredit programs but even for noncredit programs there are university-approved fee ranges and guidelines and your program must cover all direct and indirect costs.

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

Any credit program with a special fee needs to go through 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 Budget and Finance, as well as Academic Affairs, to review special fees being set and verify that they are within university approved ranges for the program type and follow all CSU policies. When CES 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. An appropriate fee also supports the success and viability of your program.

4. 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, a third party (e.g., a business), or obligates CES and the university to provide services, you would need an MOU with that organization outlining the delivery of the program, costs, 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 academic dean, the CES dean, Academic Affairs, Budget and Finance and, in some cases, the Division of Undergraduate or Graduate Studies. CES has approved templates for these MOUs that can be helpful as you begin this process. It is critical that these MOUs are reviewed in draft form by the aforementioned parties prior to negotiating with third parties.

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

You can speak with your CES program director to get guidance on any issues related to self-support programs. CES program staff can also help train any staff in your area that will be responsible for this task during the duration of the program.

6. 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, it is required that a program is approved by necessary parties within the university and will be able to be launched 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.

7. I am not familiar with the CES catalog. Should my program be in this publication?

The CES catalog is a print catalog mailed out each fall, spring, and summer to over 60,000 San Diego households. If you are planning to recruit students from the general community (e.g., working professionals), the catalog may be a good place to list your program. CES program staff can help you decide whether you should include your program in the catalog.

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 two options. The first is to develop a budget that either raises the per student fee such that all program costs are covered or decrease expenses such that the lower number of enrollments still covers the program costs. The second option would be to cancel the program and try to re-launch it at a later date. By Executive Order, a self-support program cannot run at a deficit.

Please contact us with questions related to developing self-support programs:

Jan Wahl, Associate Dean, CES

jwahl@mail.sdsu.edu

Ext. *44906

Francesca Ringland, Executive Director, Extension

ringland@mail.sdsu.edu

Ext. *43297

Tamara McLeod, Executive Director, Professional Development

tmcleod@mail.sdsu.edu

Ext. *45640

Index of Documents for Reference in Planning and Implementing Self-Support Programs

Course Proposal Forms

These course proposal forms are used when working with CES on a self-support program. They can be viewed and downloaded at <http://www.ces.sdsu.edu/instructorinfo.html>.

Credit Extension Course Proposal Form
Noncredit Course Proposal Form
Special Sessions Course Proposal Form
Special Sessions Proposal Approval Form (EO 802)
Special Sessions Special Topics Course Proposal Form

Executive Orders

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

EO 1034: CSU Student Fee Policy and Miscellaneous Course Fee Delegation of Authority
EO 795: Procedures Governing Self-Support Programs Outside the State of California,
Conducted through the Continuing Education Revenue Fund or Local Trust
Accounts
EO 794: Financial Management of Continuing Education
EO 301: Use of Surpluses in Continuing Education Revenue Fund
EO 802: Special Sessions
EO 805: Policy Governing the Enrollment of Non-Matriculated Students in Self-Support
Courses and in CSU Self-Support Special Sessions Courses
EO 569: Salaries for Extension and Special Session Faculty
EO 745: Self-Support Campus Based Study Abroad Programs
EO 167: Transfer of Extension Credit
EO 804: Extended Education Service Area
EO 811: Provision for the Commission on the Extended University of the CSU

SDSU Curriculum Guide

The SDSU Curriculum Guide has been compiled to assist you in preparing curricular proposals and includes instructions on how to submit proposals for new certificate programs, special topics courses, or a degree. The Curriculum Guide can be viewed online.

SDSU Curriculum Guide

<http://www-rohan.sdsu.edu/~acserv/>

SDSU Curriculum Guide, Certificate Programs

http://www-rohan.sdsu.edu/~acserv/files/PDF_parts/088-certificatePrograms.pdf

SDSU Curriculum Guide, Distance Education Policy

http://www-rohan.sdsu.edu/~acserv/files/PDF_parts/043-DistEdPolicy.pdf

SDSU Curriculum Guide, Topic Courses

http://www-rohan.sdsu.edu/~acserv/files/PDF_parts/045-Topics-PoliciesandProcedures.pdf

For Office Use Only

Date Received _____

Approved _____

Disapproved _____

Semester _____

Fee per Unit _____

Credit Extension Course Proposal

PLEASE TYPE

Course outline and resume MUST be attached.

1. Instructor _____
Home Address _____ Telephone (Evening) _____
_____ Telephone (Day) _____
Business Address _____ Fax _____
_____ Email _____
_____ DOB _____
Social Security Number _____ Red ID _____

2. Will instructor be paid by Extended Studies? Yes _____ No _____

3. Contracting Agency (if applicable) _____

4. Sponsoring Department _____ 5. Course No. _____

6. Course Title _____ 7. Course Credit Units _____

8. Weighted Teaching Units _____

9. Course Description (as it may appear in catalog; please attach separate sheet if necessary):

10. Prerequisites (justification for lack of prerequisites for 496 and 596 courses should be provided)

11. Total number of hours class will meet _____

12. Course Dates, Times, Days:
Beginning Date _____ Ending Date _____
Class Meeting Times _____
Days (Indicate day[s] M T W Th F Sat Sun): _____

13. Location (a) _____

(b) Arrangements to be made by Instructor/agency Extension

14. Writing Component: _____

15. Text(s) _____

16. Grading: Credit/No Credit _____ Letter Grade _____

17. Grading standards _____

18. Special Requirements:

A. For 500-numbered courses, specify any special requirements for graduate students.

B. For 500-numbered courses, if grading standards and weights are identical for graduate and undergraduate students, please justify.

19. Has this course been offered previously? Yes _____ No _____

If "yes," indicate when and under what title _____

SIGNATURES

Department Chair _____

Date _____

College Curriculum Committee _____

Date _____

College Dean _____

Date _____

If the instructor assigned to this course is a SDSU faculty member, I certify that the 25% overload limit has not been exceeded.

Graduate Office (if applicable) _____

Date _____

Undergraduate or Graduate Topics
Committee _____

Date _____

Dean/Director Extended Studies _____

Date _____

**SPECIAL SESSIONS PROGRAM/COURSE
PROPOSAL FORM (EO 802)**

Submitted By: _____ **Projected Start Date:** _____

Email: _____ **Phone:** _____

College: _____ **Department:** _____

Program: _____

Dept Chair Signature: _____ **Date:** _____

Program Purpose and Target Audience:

Requisite Conditions: For courses or a program to be considered for offering through special sessions, both criteria 1 and 2 must be met. Please check applicable criteria and conditions.

___ 1. State General Fund appropriations to support the program must be either unavailable or inappropriate. (Example of inappropriate: primarily delivered out of state)

___ 2. The courses or program must be different from approved, state-supported programs operating on campus by one or more of the following. (i.e., cannot supplant state-supported offerings)

___ a. The courses or program is designed primarily for career enrichment or retraining, i.e. for non-matriculated students. (Education Code Section 89708).

___ b. The location of the courses or program offerings is significantly removed from permanent, state-supported campus facilities. The location is: _____

___ c. The client group for the courses or program receives educational or other services at a cost beyond what could be reasonably provided under state support.

___ d. The courses are low enrollment courses.

Projected average # students/class: _____ matriculated _____ non-matriculated

Average Student Unit Load: _____ matriculated _____ non-matriculated

Number of courses to be taught by: _____ SDSU faculty _____ non-SDSU faculty

Required Attachments:

- Signed Special Sessions course proposal(s) with course titles
- Draft budgets (required only for new programs or new cohorts)

-----**DO NOT WRITE BELOW THIS LINE**-----

Reviewed by:

College Dean _____ Date _____ Approved ___ Disapproved ___

CES Dean _____ Date September 28, 2009 Approved ___ Disapproved ___

Academic Affairs _____ Date _____ Approved ___ Disapproved ___

**COLLEGE OF EXTENDED STUDIES
Special Sessions Course Proposal Form**
San Diego State University, San Diego, CA 92182-1919

Dept:
 Dept Contact:
 Dept Phone:
 Dept E-mail:

Transaction Type		
Update <input type="checkbox"/>	Add <input type="checkbox"/>	Cancel <input type="checkbox"/>

20A
Section
Key

Course Abbreviation	Course Number	Course Suffix	Section Number	Session ID	Period YYYYT	Admin Unit	Grading Method	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	E	<input type="text"/>	
Course Title					Catalog Number	Schedule Number	Transcript Auth	
<input type="text"/>					<input type="text"/>	<input type="text"/>	<input type="text"/>	
Course Credit Units	Enrollment Limit	Schedule Print Control	Content Code	Begin Date	End Date	Fees	Program Category	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

20 B

Sequence

	CS Number	Begin Time	End Time	Meeting Day	Building	Room Number	Segment Begin	Segment End
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Location:

Main Campus South Bay
 IVC No County

Check here if room is to be used for multiple courses at the same time

Reason for room request

Off campus Location

Name of Special Session/Program

20 C

Faculty First Name	Middle Initial	Faculty Last Name	Faculty RED ID #	TTF	Faculty Rank
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Faculty email <input type="text"/>			Faculty phone <input type="text"/>		

Department Chair Signature

College Dean Signature ****

*** By approving the SDSU faculty member to teach this course I am also verifying that the 25% overload limit has not been exceeded.