

Content for New Program Proposals

Part I: The Preliminary Program Proposal

Important Notes and General Overview

- The process for proposing a new degree program consists of two phases – the Preliminary Program Proposal (PPP) phase and the Comprehensive Program Proposal (CPP) phase. Part I of this document provides an overview and requirements of the PPP; Part II provides an overview and requirements of the CPP.
- Please review all items on the Provost's website related to the new degree approval process. These items include additional instructions, timelines, required templates and budget forms, etc. Additionally, **be sure to review the New Program Proposal Flow Chart and Narrative for explicit details of the processes that relate to the College Curriculum Committee (CCC)/University Curriculum Committee (UCC)/Faculty Council (FC) and Council of Deans (CoD) approvals and timing.**
- Once the unit dean or oversight committee has approved the new degree program concept to go forward, contact either the Vice Provost for Graduate Affairs (VPGA) or the Vice Provost for Undergraduate Affairs (VPUA), dependent on your program-level (graduate or undergraduate), prior to writing the Preliminary Program Proposal (PPP). The VPGA or VPUA will meet with the proposal authors to discuss preparation of the PPP and the required PowerPoint presentation for the Council of Deans (CoD). **The PPP and PowerPoint presentation must be reviewed and approved by the VPGA or VPUA prior to being scheduled for presentation at the Council of Deans meeting.**
- Follow the PPP format provided in the instructions below. **List and provide a response for each numbered bullet and sub-bullet title of the PPP format.**
- Once approved by the VPGA or VPUA, the PPP PowerPoint is presented to the Council of Deans (CoD) by the college dean or her/his designee. If the CoD approves the PPP, permission is granted to move forward with the Comprehensive Program Proposal (CPP) (see Part II below).

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Required Format for the Preliminary Program Proposal

A program representative presents a brief concept paper and PowerPoint presentation about the new academic program being proposed. Follow the PPP format below, and provide a response to each numbered bullet and sub-bullet listed below. For the presentation, you must use the Provost's PPP template.

Address each of the following items below in your PPP:

1. Department Head/Chair's name and signature indicating approval of the proposal
2. Dean's name and signature indicating approval of the proposal
3. Contact person's name, phone, and email
4. Type of degree (BS, BA, MS, MA, PSM, PhD, Doctorate, other)
5. If Master's, indicate Plan A, B, C, or Professional Science and provide rationale for type (one paragraph)
6. Program instructional format type (resident instruction and/or distance/CSU Online)
7. Name of degree (major/minor)
8. Proposing unit (College, School, Departments, or SAU)
9. Estimated length of degree in semesters
10. Estimated total number of credits required for degree
11. Brief description of the degree (one paragraph)
12. Evidence of state and national need/demand (one paragraph). Data from the Bureau of Labor Statistics or professional societies may serve as good sources.
13. Fit with the mission of the proposing unit(s) and CSU (one paragraph)
14. Provide estimates of student enrollment, student residency status, and graduation numbers by completing table below:

Student enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
New resident					
New non-resident/international					
Continuing resident					
Continuing non-resident/international					
Total enrolled					
#Graduating after completing year					

15. Capacity of the unit(s) to deliver the proposed degree:
 - a. Number of current students at level of degree
 - b. Current ratio of graduate students to faculty for teaching purposes

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- c. Current ratio of graduate students to faculty for advising purposes
 - d. Estimated ratio of graduate students to faculty for teaching purposes with admits from new program
 - e. Estimated ratio of graduate students to faculty for advising purposes with admits from new program
 - f. Indicate how the department will manage the teaching and advising loads of the new students (one paragraph)
16. Identify proposed/current accreditations which apply
17. Estimated curricular impact on other units, if students will be required to take courses outside of the proposing unit (one paragraph)
18. Describe additional resources needed to deliver the degree (faculty, administrative support, GTAs, etc. also include FTE of each and estimated costs)
19. Proposed funding mechanism (Indicate all that apply):
- a. Base funding from the sponsoring department/college
 - b. UNDERGRADUATE PROGRAMS ONLY: 2-3-6 funds
 - c. UNDERGRADUATE Differential Tuition (DT). DT is a charge in addition to the regular University tuition. DT provides a funding mechanism to assist in covering program costs. It is funded through charges based on students enrolled in 60 or more credits with the exception of first year freshmen
 - d. GRADUATE Differential Tuition (DT). DT is a charge in addition to the regular University tuition. DT provides a funding mechanism to assist in covering program costs. Departments receive the full graduate DT. Cost per credit is the recommended pricing structure for graduate DT
 - i. Indicate estimated cost per credit:
 - ii. OR indicate estimated cost per semester:
 - e. Provost's tuition sharing program for GRADUATE PROGRAMS. Sharing applies only when NEW students are enrolled in the University
 - f. Other (development funds, bridge funding from college during development years, etc.)

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Part II: The Comprehensive Program Proposal

Important Notes and General Overview

- Approval of the Comprehensive Program Proposal (CPP) requires two parallel processes – the Provost/CoD process, and the University Curriculum Committee (UCC)/Faculty Council process. The Provost/CoD process for approving new degree program proposals is related to, BUT SEPARATE FROM the UCC/Faculty Council process.
 - Please consult with the VPGA or VPUA for the Provost/CoD approval process.
 - Please consult with your College Curriculum Committee (CCC) representative for the UCC/Faculty Council process, and to move the required forms forward from your CCC to UCC. Your forms must be entered into CIM in order to be reviewed and approved by the UCC/Faculty Council. The Curriculum Liaison Specialist from the Curriculum and Catalog Unit may also be a resource in this process.
- Please review all items on the Provost’s website related to the new degree approval process. These items include additional instructions, timelines, required templates and budget forms, etc. **See the New Program Proposal Flow Chart Narrative for explicit details of the process.**
- Once the PPP has been approved by the Provost/CoD, contact either the Vice Provost for Graduate Affairs (VPGA) or the Vice Provost for Undergraduate Affairs (VPUA), dependent on your program-level, prior to writing the CPP. The VPGA or VPUA will meet with the proposal authors to discuss preparation of the CPP, its budget, and the PowerPoint presentation for the Council of Deans (CoD). For distance or hybrid programs, the VPGA or VPUA will refer you to CSU Online for additional program and budget review. **The CPP, budget, and PowerPoint presentation must be reviewed and approved by the VPGA or VPUA prior to being scheduled for presentation at the Council of Deans.**
- Follow the CPP format provided in the below instructions. **List and provide a response for each numbered bullet and sub-bullet title of the CPP format.**
- With approval from the VPGA/VPUA and Provost for the CPP and budget, the college dean submits the CPP to the Committee on Strategic and Financial Planning (CoSFP) and UCC. Please note that CoSFP’s review is outside the CIM process.
- Once UCC has reviewed the CPP in CIM, it is forwarded to the Committee on Scholarship, Research, and Graduate Education (CoSRGE) for review and approval. If approved, CoSRGE forwards the proposal on to Faculty Council for its approval.
- Once approved by CoSFP, UCC, and CoSRGE, the dean or designee schedules a presentation of the proposal to CoD. **Please prepare the presentation using the CPP PowerPoint template found on the [Provost’s website](#).**
- Once the CPP is approved by the CoD and Faculty Council, it is forwarded to the Board of Governors (BOG) for review and approval. **No programs may be advertised or offered until they are approved by the BOG.**

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- Budgets are reviewed once a year at the BOG's May meeting. Therefore, if you request differential tuition for your *graduate* program, you must submit the **Graduate Differential Tuition Request Form**, available on the [Provost's website](#), to the VPGA by February 1. If approved by the VPGA and Provost, the request will be submitted to the BOG for their approval at the May BOG meeting.

Required Format for the Comprehensive Program Proposal

Follow the CPP format below, and provide a response to each numbered bullet and sub-bullet listed below. For the presentation, you must use the Provost's CPP template.

Address each of the following items below in your CPP:

I. Overview of Proposed Program

1. Department Head/Chair's name and signature indicating approval of the proposal
2. Dean's name and signature indicating approval of the proposal
3. Contact person's name, phone, and email
4. Type of degree (BS, BA, MS, MA, PSM, PhD, Doctorate, other)
5. If Master's, indicate Plan A, B, C, or PSM and provide rationale for type (one paragraph)
6. Program instructional format (resident instruction and/or distance/CSU Online)
7. Name of degree (major/minor)
8. Proposing unit (College, School, Department, SAU)
9. List total number of credits required for degree
10. Indicate length of program in semesters
11. Indicate admission plan (fall entry only; fall and spring entry)
12. Do you anticipate full or part-time students to enroll? Explain
13. Expected total number of students enrolled in program (five years post-implementation)
14. Summary of Program and Rationale. Provide a 2-to-3 page summary of the proposed program including a description of the academic area and rationale for offering this program at the present time.
15. Identify current/proposed accreditations that apply
16. Proposed funding mechanism(s). Check all those that you intend to utilize:
 - a. Base funding from the sponsoring department/college
 - b. UNDERGRADUATE PROGRAMS ONLY: 2-3-6 funds
 - c. UNDERGRADUATE Differential Tuition (DT). DT is a charge in addition to the regular University tuition. DT provides a funding mechanism to assist in covering program costs. It is funded through charges based on students enrolled in 60 or more credits with the exception of first year freshmen.

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- d. __GRADUATE Differential Tuition (DT). **If selected, complete No. 17 below.** DT is a charge in addition to the regular University tuition. DT provides a funding mechanism to assist in covering program costs. Departments receive the full graduate DT. Cost per credit is the recommended pricing structure for graduate DT.
- i. Indicate estimated cost per credit:
 - ii. OR indicate estimated cost per semester:
- e. __Provost's tuition sharing program for GRADUATE PROGRAMS. Sharing applies only when NEW students are enrolled in the University.
- f. __Other (development funds, bridge funding from college during development years, etc.)

17. If GRADUATE Differential Tuition (DT) is requested, see pages 14-15 of this document for detailed information regarding DT. Complete the following:

- a. Accounting person's name, phone, and email
- b. Revenue account number where DT should be recorded
- c. Proposed DT charging mechanism/amount (**choose one**):

NOTE: cost per credit is the recommended pricing structure for DT.

- i. DT will be charged on a per credit basis: yes____ no____
 - Amount charged PER credit:
 - Does the differential tuition charge apply to the summer term:
yes____ no____
 - Indicate any special considerations:
- OR**
- ii. DT will be charged by semester: yes____ no____
 - Amount charged EACH semester:_____
 - Does the differential tuition charge apply to the summer term:
yes____ no____
 - Indicate any special considerations:

II. Fit with CSU Role and Mission and University's Most Current Strategic Plan

1. What are the objectives of the program?
2. How does the proposed program support the mission of the University? Refer to State Statute defining role and mission of Colorado State University (<https://highered.colorado.gov/academics/colleges/rolemission.html> - csu).
3. How does the proposed program support the most current University Strategic Plan (<http://provost.colostate.edu/strategic-plan/>) of the institution?

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4. How does the program contribute to attaining long-term goals and directions of the institution and department/unit?
5. How does the proposed program meet the needs of Colorado and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?

III. Quantitative Data Supporting Evidence of Need for the Program and Student Demand

1. Identify statewide employment supply and demand data the proposed program would assist in filling. Provide evidence of need for additional qualified individuals the proposed program would produce. (Use data from the Bureau of Labor Statistics. Other sources may include professional societies, accreditation boards, state/national organizations, etc.)
2. Provide the same information for nationwide employment supply and demand as above.
3. Identify anticipated salary range for program graduates. (See Bureau of Labor and Statistics, state/national organizations, etc.)
4. Provide quantitative data from at least one survey that you have conducted that indicates students would actually enroll in this program. Suggestions include surveying undergraduates and graduates of the proposing department or related departments enrolled in RI and Distance/CSU Online programs. These numbers are the basis for fiscal and curricular planning and, therefore, must be thoroughly developed and accurate. Include additional information from interviews or other data sources.
5. For UNDERGRADUATE programs, identify any of the department's current program areas that are "controlled" or "capped" at the undergraduate level and the number at which the cap occurs.
6. For GRADUATE programs, identify maximum annual enrollments for department's current graduate programs.

IV. Duplication/Similar Programs in the State and Nation

1. Identify other closely related programs in the same academic domain in Colorado. Please include closely related programs within the CSU System (Global and Pueblo) and ideas about collaborating within the system where possible. **For each**, provide the following:
 - a. Title of Program
 - b. Name of Institution (particular campus if relevant)
 - c. Current enrollment and number of graduates per year over past three years
 - d. Compare/contrast CSU's proposed program to the other program
 - i. Program focus
 - ii. Program features (cohort, internship, etc.)
 - iii. Program costs. Provide cost of tuition to complete this program and compare to the cost of tuition for the program you are proposing. Include differential

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tuition in the cost if applicable.

2. Identify other closely related programs **around the country**. List these by title of program and name/campus of institution that might be perceived as having programs in the same academic domain. For each, provide the following:
 - a. Title of Program
 - b. Name of Institution (particular campus if relevant)
 - c. Current enrollment and number of graduates per year over past three years
 - d. Compare/contrast CSU's proposed program to the other program
 - i. Program focus
 - ii. Program features (cohort, internship, etc.)
 - iii. Program costs. Provide cost of tuition to complete this program and compare to the cost of tuition for the program you are proposing. Include differential tuition in the cost if applicable.

3. If a Colorado and/or national program(s) is similar to the one being proposed at CSU, what is the documented state or national demand legitimizing the need for an additional program in the state/nation?

Students	Year 1	Year 2	Year 3	Year 4	Year 5
New resident					
New non-resident/international					
Continuing resident					
Continuing non-resident/international					
Total enrolled					
#Graduating after completing year					

V. Student Body

1. Using your survey data, data from Bureau of Labor and Statistics and other relevant sources, create a table with estimates of annual and total enrollment of resident and nonresident students for each of the first 5 years of the program. Also, include the annual estimated number of students *graduating* from the program.
2. Explain how the proposed program will draw students who would not otherwise come to Colorado State University.
3. Is the proposed program intended to provide another program option to a significant number of students who are already being attracted to or attending CSU? Provide explicit detail:

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- a. What ongoing program(s) will students be recruited from?
- b. What number of students do you estimate will enroll in the new program from above program(s)?
4. If the program is expected to attract students from other majors or programs, attach a letter from the relevant department head and dean indicating their support (or lack thereof) for the new program in terms of shift of student enrollment from that particular department.
5. For UNDERGRADUATE programs: describe how new freshmen, transfer students, and students changing their major would be transitioned into the new program in the first and subsequent years of the program.
6. What are the numbers and characteristics of the **current** students in the department?
 - a. Index scores (undergraduates only)
 - b. Resident and non-resident mix
 - c. Number of domestic underrepresented minority students (African American, Hawaiian and Pacific Islanders, Latinx, Native Americans and Alaskan natives).
 - d. Number of international students
7. Provide a detailed plan for recruiting students. Include staff and faculty responsibilities, annual time line, etc. In addition to your general recruitment plan, please include the following information:
 - a. Describe your recruitment goals and plans to recruit domestic underrepresented minority students (African American, Hawaiian and Pacific Islanders, Latinx, Native Americans and Alaskan natives) to the new program.
 - b. Describe your recruitment goals and plans to recruit international students to the new program.
8. Are any admission requirements to the proposed program being recommended that are higher than CSU's minimum requirements?
 - a. If so, what are the recommendations?
 - b. What is the rationale for the higher standards?

VI. Program Learning Goals

1. Define meaningful, measurable Student Learning Outcome (SLO) goals that specify the disciplinary knowledge, competencies, skills, and values that students will be expected to attain in the new program. Consider reviewing similar programs at other insitutions for examples of SLOs in your discipline.
2. Student Learning Outcomes must be sufficiently specific to differentiate the program from all other programs and degree levels on campus.
3. Create a table that provides the following information:
 - a. A minimum of four (4) Student Learning Outcomes are required for the program.

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- b. Identify the specific courses in which each Student Learning Outcome is 1) introduced, 2) practiced, and 3) mastered.
- c. Briefly explain how the sequence of courses is designed to support students' progress toward mastery of the SLOs.
- d. For UNDERGRADUATE programs: Explain ways program level learning outcomes will build upon transferable skills articulated in SLOs within the AUCC.

VII. Continuing Assurance of Student Success and Learning

1. Identify the processes for determining that program Student Learning Outcomes (Section 6) are attained through direct and indirect assessment where direct methods require students to demonstrate skills/knowledge (e.g., projects, examinations, papers, portfolios, performances, etc.) and indirect methods capture proxy signs of learning (e.g., job placement, student surveys, graduation rates, course grades, etc.)
2. Describe the processes for using Student Learning Outcome evidence to continuously improve the program.
3. Describe placement outcome goals for students graduating from the program. For GRADUATE programs, also address career enhancement as an outcome for those already employed. Explain how this evidence will be used to continuously improve the program.
4. Describe High Impact Practices (curricular and co-curricular) that will be integrated into the program in order to enhance student learning, provide transformational experiences, and promote graduation by helping students to achieve Student Learning Outcomes. Briefly explain how the placement and nature of High Impact Practices will help students to master the Student Learning Outcomes.
5. Provide certification from the Vice Provost for Undergraduate Affairs or Vice Provost for Graduate Affairs, as appropriate, that these measures of assurance are satisfactory.
6. If intent is to seek accreditation, discuss:
 - a. How program fits accreditation standards
 - b. Timeline of process
 - c. Impact on implementation of program

VIII. Curriculum

1. List all courses comprising the program's curriculum. Please provide the following information for each course: subject code, course number, title, credits, prerequisites, and catalog description. **Please BOLD entries for each NEW course being proposed.**
2. Discuss all learning formats to be utilized in the program curriculum.
3. Address supply and demand for placement in career development activities such as practica and/or internships. Be sure to address this in the budget narrative and form.
4. Describe explicit activities and specify the courses in which they occur that promote social justice, diversity, and inclusion.

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IX. Current Faculty Resources

1. Identify current program faculty, using the table below. List those specifically contributing to the proposed program first. Include the faculty member's appointment type (Tenured, Tenure-Track, Contract, Continuing, or Adjunct), highest degree held, and a brief description of each faculty member's expertise/specialization. **Provide links to each faculty member's current vitae.**

Last, First Name	Appointment Type	Highest Degree Held	Area of Specialization

X. Impact of Program on Faculty and Advising

1. Do you have plans to deactivate a program or courses in order to support this new degree program?
 - a. Indicate degree program to be deactivated and timeline.
 - b. How will this change impact teaching and advising loads for the new degree?
2. Current capacity of the unit(s) to deliver the proposed degree:
 - a. Number of current students at level of degree and major
 - b. Current ratio of students to faculty for teaching purposes
 - c. Current ratio of students to faculty for advising purposes
 - d. Estimated ratio of students to faculty for teaching purposes with admits from new program
 - e. Estimated ratio of students to faculty for advising purposes with admits from new program
 - f. Will these ratios be adequate to support teaching and advising needs?
 - i. If so, explain.
 - ii. If not, estimate the number, rank, and background of new faculty lines needed to be added to initiate the proposed program in each of the first five years of operation (assuming the program develops as anticipated).
 - Indicate the number of faculty in FTE
 - Describe teaching and advising responsibilities for EACH
 - What resource commitment is required and how will it be provided?
2. For UNDERGRADUATE programs, indicate how the department will address

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undergraduate mentoring/advising loads of the new program within and outside of the department.

- a. How will the proposed program affect undergraduate student access to faculty?
 - b. How will knowledge of the new program be shared with the advising community (CSA, ASC, etc.)?
 - c. Does the department currently use Academic Success Coordinators? Please explain how advising is provided currently for your majors. With the addition of this new undergraduate program, how will the ASC's meet the increased advising needs?
3. If approved, how will launching this new program impact the commitment already made to students in other program areas within or outside the unit?
- a. For new UNDERGRADUATE programs, provide a detailed plan as to how resources within the department would be re-allocated to contribute to the resource base needed for this proposed program (e.g., will the department need to "cap" another program? Would additional enrollment growth funding be necessary to meet current student demand for courses?).
 - b. For new UNDERGRADUATE programs, what are "additional expenses" that must be taken into account to offer this academic program? For example, other than AUCC 1-3 (core) courses, how will other departments' teaching loads and facilities be affected by inclusion of their courses in the proposed curriculum. Provide a letter from other units indicating whether they will be able to "absorb" the projected number of students into existing sections or whether they will need to add sections. If extra sections must be added, how will this be financially supported?
 - c. For new GRADUATE programs, are you planning to include courses from other departments in your program? If so, indicate which courses and provide a letter from each of the other units indicating whether they will be able to absorb the projected number of students into existing sections or whether they will need to add sections. If extra sections must be added, how will this be financially supported?

XI. Impact of Program on Staff and Graduate Assistants

1. Estimate the number and type of support staff needed in each of the first five years of the program. Indicate FTE.
 - a. Indicate title and responsibilities for each FTE.
 - b. What resource commitment is required and how will it be provided?
2. How many graduate assistants are currently funded on Resident Instruction funds?
 - a. What are their teaching (for GTA's), support (for GSA's), and research (for GRA's) responsibilities?
 - b. How many graduate assistants are currently funded on external grant funds?

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- c. How many graduate assistants are currently funded on other sources?
3. How many additional funded assistantships are needed to support students in this proposed program?
 - a. How do you propose they will be funded?
 - b. What responsibilities will these graduate assistants have?

XII. Library Reference Sources

1. Submit a description which has been certified by the Dean of the Libraries of the adequacy of student and faculty access to library and department resources (including, but not limited to: printed media, electronically published materials, videotapes, motion pictures, CD- ROM and online databases, and sound files) relevant to the proposed program (e.g., is there a recommended list of materials issued by the American Library Association?).
2. What additional financial support are required to bring access to such reference materials to an appropriate level?
 - a. How will these additional resources be provided?

XIII. Facilities, Equipment, and Technology

1. What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to offer a quality program?
2. What resources for facilities, beyond those now in use, are necessary to offer this program? Be specific (e.g., include need for new space, renovated space) and address classrooms, instructional labs, office space, etc. How do you propose these additional resources will be provided/funded?
3. What resources for equipment and technology, beyond those now available, are necessary to offer this program? How do you propose these additional resources will be provided/funded?

XIV. Summary of Budget Needs (Contact the VPGA or VPUA to discuss budget development)

1. Complete the New Program Planning Budget Form. Please note that the following:
 - a. **The proposed program cannot operate at a deficit.** For GRADUATE programs that will add NEW enrollment numbers to the University, the tuition share program will be helpful in managing the budget. By the end of the 5-year period, the tuition share must be 50% to the department and 50% to the University. Starting in year one, the tuition share may be as high as 90% to the department (10% to the University). The amount to the department should decrease by about 10% per year until the 50% mark is reached in year five as noted above.
 - b. Differential tuition may also be helpful. Among GRADUATE programs, Plan B, Plan C, and Professional Science master's programs along with Professional doctorate programs typically charge differential tuition. Plan A and PhD programs in the College of Engineering charge differential tuition; other Plan A master's

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and PhD programs do not.

2. Prepare a narrative including the following new resources in the calculations:
 - a. Faculty lines. Include FTEs and salary for each line
 - b. Administrative support lines (e.g., academic support coordinator, program director). Include FTE and salary for each line
 - c. Graduate teaching assistantship lines. Include the FTE and stipend amount for each line.
 - d. Equipment needs
 - e. Facility needs
 - f. Other expenses

XV. GRADUATE PROGRAMS ONLY:

Information on Differential Tuition

- Students who enroll in graduate degree programs that are assessed differential tuition will be billed on a per-credit basis. This is the standard assessment system that will be utilized for all programs that assess differential tuition in addition to “regular” tuition. This approach controls for students who enroll in programs part or full-time, and also ensures that the degree program receives the correct amount of the anticipated program charge.
 - *Degree programs may propose a per-student semester charge. Those doing so must provide a strong rationale and must provide documentation that indicates that their intent is to admit and retain only full-time students.*
- Students are charged for all courses that they enroll in, regardless of whether the credits have the degree program prefix or not, and regardless of how many credits student enroll in each semester. If the student enrolls in a course s/he will be assessed DT, even if it is NOT in the student’s Program of Study. **This policy applies to whichever assessment system is applied, per-credit or per-semester.**
- When differential tuition is approved, it will be assessed to all students in the program. If the differential tuition increases in the second year of a program, students will be assessed the new charge. Students will not be “grandmothered in” at the original differential tuition they were charged when they initially enrolled in the program.
 - Please note that the College of Business (COB) assesses all graduate students a program charge who enroll in their courses
- ALL students impacted by an increase in differential tuition must be informed of the change in an email. This information must also be included in the department’s/program’s student handbook and posted on the program website.
- The Graduate School covers tuition for graduate teaching and support assistants. As of Fall 2019, GTAs and GSAs will receive a CSU Online 3-credit tuition benefit PER

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ACADEMIC YEAR in addition to the resident instruction tuition benefit. **The Graduate School does not cover differential tuition or fees for GTAs or GSAs.**

- In order for the DT charge to be assessed for the following fall semester, the Graduate **Differential Tuition Request Form** (available on the [Provost's website](#)) must be submitted to the VPGA **by February 1**. If approved by the VPGA and the Provost, the request will be forwarded to the Board of Governors for review and approval in the May meeting. The BOG reviews budget requests only one time a year at the May meeting. Program directors may contact the Director of the Office of Budgets after June 15 for feedback on the BOG's approval decision. ***Please note that no DT will be assessed for programs that begin prior to the fall semester following BOG approval of the DT request.***

GRADUATE PROGRAMS: Provide the following information about DT for your proposed program:

1. Comparison with similar programs
 - a. Provide a total cost comparison with peer programs in the state/nation. **Your program costs must remain competitive.** Include the total cost of your program.
 - b. Provide a cost comparison with other program(s) in your college most similar to your proposed program. Compare to other programs at CSU if there are no other programs within your college. Include the total cost of your program.
2. Evidence of need for the program charge
 - a. Provide justification for the specific services and/or resources that will be provided to the students as a function of the charge which otherwise would not be available.
 - b. Are there budgetary challenges impacted by program development or accreditation requirements that support a program charge?
 - c. Impact of charge on applications for student enrollment.
3. Description of how funding would be utilized if approved.
 - a. What is the estimated total of the DT assessment on an annual basis?
 - b. Budget
 - i. Describe positions (faculty, administrative professionals, state classified personnel, graduate assistants, other) that would be supported through DT. Include for each type of position a description of duties, number of individuals, their FTE, salary and fringe.
 - ii. Other costs