

**BERKELEY CAMPUS  
REVIEW PROCESS GUIDE  
FOR ACADEMIC PROGRAMS AND UNITS**

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## FIVE-YEAR PLANNING PERSPECTIVE FOR ACADEMIC PROGRAMS/UNITS

Each year Berkeley submits to UCOP a list of anticipated actions for the next five years involving establishment, transfer, consolidation, disestablishment or discontinuation of academic programs and units. Included with each list are short descriptions of the actions which are expected to be ready for system-level review in the next year or two.

Compiling these lists provides the campus with useful information for long-range planning efforts, especially with respect to enrollment. The annual Perspective can be used to assess the impact of anticipated new programs on the current campus enrollment and allows the administration to develop a strategy for accommodating new programs.

The process for development of the annual 5-Year Planning Perspective is:

1. On behalf of the VPAAFW, OPA contacts all campus deans as well as the chairs of augmented graduate groups via email for (1) updated information on all proposed actions that were listed in the last 5-Year report<sup>1</sup> (available on the [Academic Program website](#)) and (2) detailed information for each anticipated action that has not previously been reported. (*Timeline: this information is usually requested in January.*)

See Appendix A for format for detailed report for each new action.

2. OPA compiles responses from colleges/schools and augmented graduate groups and prepares a draft report for review by the VPAAFW. (*Timeline: compilation is usually completed by mid-February.*)
3. VPAAFW submits the 5-Year Planning Perspective to UCOP via email in accordance with established deadlines (*Timeline: UCOP's deadline is generally March 1*). OPA adds the 5-Year Planning Perspective to the Academic Program website.
4. See Section I of the [OP Review Compendium](#) for details of review beyond the campus.

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<sup>1</sup> Proposed academic programs should not remain on these lists longer than three years if there is no discernable activity.

## ESTABLISHMENT OF A NEW UNDERGRADUATE DEGREE PROGRAM (B.A., B.S.)

Degree Program: A degree program (also called a “major”) is a structured and sequenced set of courses and requirements leading to a degree at the undergraduate or graduate level. Every department at Berkeley offers at least one degree program, and some offer several. In addition, there are a number of interdisciplinary degree programs overseen by faculty from several departments of instruction within a school or college or between schools and colleges but under the leadership of at least one dean. There are nearly 350 degree programs at Berkeley. With one exception, degree programs are listed on a student’s diploma and transcript. Diplomas for all students in the College of Engineering show “Engineering” without reference to a specific major; the major (e.g., Civil Engineering, Mechanical Engineering) is reflected on the transcript.

See [Academic Program website](#) for a list of all approved degree programs.

Responsibility for final approval of a proposal to establish a new undergraduate degree program with a non-unique degree title (e.g., B.A., B.S.) rests with the campus administration [currently the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW)]. A proposal to establish a program with a degree title not currently in use by the campus (e.g., M.F.A.) requires review beyond the campus as detailed below in step 7.

Although authority for establishment of undergraduate programs rests with the campus, such programs (either new or existing) may be subject to a Substantive Change Review by the Western Association of Schools and Colleges (WASC). The relevant WASC manual defines a substantive change as “one that may significantly affect an institution’s quality, objectives, scope, or control.” The following changes are considered “substantive” by WASC, and will require this type of review:

- New degree programs (unless an institution has general approval to offer degrees at the level proposed for the new program. See the WASC policy available online at [http://www.wascsenior.org/findit/files/forms/Policy\\_on\\_Degree\\_Level\\_Approval.pdf](http://www.wascsenior.org/findit/files/forms/Policy_on_Degree_Level_Approval.pdf))
- New off-campus locations (more than 25 miles from the main campus or regional center);
- New distance education or correspondence education programs (50% or more of instruction for a proposed degree program is offered online);
- A change in the length of a degree program.

Please consult with the Office of Planning & Analysis (OPA) for more information.

The process to establish a new undergraduate degree program is as follows:

1. Development of proposal: Proposals for new undergraduate programs with previously approved degree titles (B.A., B.S.) are developed by a department or group of faculty and submitted to the executive committee of the school or college for review and approval. The proposal outlines the salient features of the proposed degree program, describes the reasons for the program and its relationship to existing campus programs or units, and documents the program’s staffing and resource requirements as well as the educational goals and evaluation procedures established by the department (more information on the Undergraduate Student Learning Initiative is available [here](#)).

2. College review: The executive committee examines the proposed new program for quality, academic coherence, degree of specialization, prospects for attracting students of promise, accuracy in meeting college requirements, and the appropriateness of the proposed administrative structure. Once the proposal has been reviewed and approved at the college level, the dean forwards the proposal, together with a completed CPEC questionnaire (see Appendix B), to the VPAAFW.
3. New courses: Any new courses must be approved by the Committee on Courses of Instruction (COCI). Such approval can be sought at the same time the proposal is forwarded to the college administration unless the college review process is different (e.g., review of new courses by college executive committee before COCI review).
4. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the VPTLAPF for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review. Once the proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO), with copies to the chairs of the Committee on Educational Policy (CEP) and the Committee on Budget and Interdepartmental Relations (CBIR).
5. Senate review: a proposed undergraduate degree program is reviewed by CEP and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.
6. Responsibility for final approval: The VPAAFW has authority for final approval of establishment of new undergraduate degree programs after appropriate review and endorsement by the divisional academic senate. If the proposal is approved, establishment of the new program is announced to the campus and the Office of the President via email and a unique identifying code is established. OPA records the action in the Berkeley Degree Inventory.
7. Final approval for a degree title not currently in use on the campus: Undergraduate and graduate degree programs are identified both by the title of the degree conferred and by the disciplinary area in which the degree is awarded. As one example, an undergraduate degree program such as a B.A. in Mathematics is offered in the disciplinary area of mathematics with the Bachelor of Arts degree title. As another example, a graduate degree program such as an M.F.A. in Theater is offered in the disciplinary area of theater with the Master of Fine Arts degree title. A section in the Standing Orders of the Regents (SOR 110.1) specifies the degree titles, but not the degree programs (disciplinary areas), that each campus is authorized to confer. Accordingly, when a campus proposes a new undergraduate or graduate degree program with a degree title not already authorized under the Regents' Standing Orders, additional review and approval procedures are necessary. Details of the review process are available [here](#).

The Regents have delegated authority to authorize campus use of a new degree title to the President (SOR 110.1). The President's decision is conveyed to campus. On behalf of the VPAAFW,

OPA announces that decision to campus via email and a unique identifying code is established.  
OPA records the action in the Berkeley Degree Inventory.

## ESTABLISHMENT OF A NEW JOINT BACCALAUREATE DEGREE PROGRAM

Joint baccalaureate program: A joint program is one degree (or major) offered by two separate departments of instruction or institutions.

At the undergraduate level, the Colleges of Engineering and Chemistry offer a joint degree in a defined series of six combined programs, e.g., the BS in Nuclear Engineering and Electrical Engineering and Computer Sciences. Formerly called “double majors”, these programs are designed for students who wish to undertake study in two major areas of engineering in order to qualify for employment in either field or for positions in which competence in two fields is required. These curricula include the core courses in each of the major fields. While they may require slightly increased course loads, they can be completed in four years. Both majors are shown on the student’s transcript of record. Admission to these joint degree programs is closed to freshmen but open to transfer students. Continuing students may petition for change to a joint program in the final semester of the sophomore year.

Although authority for establishment of undergraduate programs rests with the campus, such programs (either new or existing) may be subject to a Substantive Change Review by the Western Association of Schools and Colleges (WASC). The relevant WASC manual defines a substantive change as “one that may significantly affect an institution’s quality, objectives, scope, or control.” The following changes are considered “substantive” by WASC, and will require this type of review:

- New degree programs (unless an institution has general approval to offer degrees at the level proposed for the new program. See the WASC policy available online at [http://www.wascsenior.org/findit/files/forms/Policy\\_on\\_Degree\\_Level\\_Approval.pdf](http://www.wascsenior.org/findit/files/forms/Policy_on_Degree_Level_Approval.pdf))
- New off-campus locations (more than 25 miles from the main campus or regional center);
- New distance education or correspondence education programs (50% or more of instruction for a proposed degree program is offered online);
- A change in the length of a degree program.

Please consult with the Office of Planning & Analysis (OPA) for more information.

The process to establish a new joint degree program at the undergraduate level is as follows:

1. Development of proposal: a proposal for a new joint degree program is developed by one or more institutions or departments or groups of faculty and submitted to the executive committee of the administering school(s) or college(s) for review and approval. The proposal outlines the salient features of the proposed degree program, describes the reasons for the program and its relationship to existing campus programs or units, and documents the program’s staffing and resource requirements as well as the educational goals and evaluation procedures established by the department (more information on the Undergraduate Student Learning Initiative is available [here](#)).
2. College review: The executive committee(s) examines the proposed new program for quality, academic coherence, degree of specialization, prospects for attracting students of promise, accuracy in meeting college requirements, and the appropriateness of the proposed administrative structure. Once the proposal has been reviewed and approved at the college level, the dean(s)

forwards the proposal, together with a completed CPEC questionnaire (see Appendix B), to the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW).

3. New courses: Any new courses must be approved by the Committee on Courses of Instruction (COCI). Such approval can be sought at the same time the proposal is forwarded to the college administration unless the college review process is different (e.g., review of new courses by college executive committee before COCI review).
4. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the VPTLAPF for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review. Once the proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO), with copies to the chairs of the Committee on Educational Policy (CEP) and the Committee on Budget and Interdepartmental Relations (CBIR).
5. Senate review: a proposed joint undergraduate degree program is reviewed by CEP and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.
6. Responsibility for final approval: The VPAAFW has authority for final approval for establishment of a new joint undergraduate degree program after appropriate review and endorsement by the divisional academic senate. If the proposal is approved, establishment of the new program is announced to the campus and the Office of the President via email, and a unique identifying code is established. OPA records the action in the Berkeley Degree Inventory.



## ESTABLISHMENT OF A NEW UNDERGRADUATE GROUP OR FIELD MAJOR (B.A., B.S.)

Group Major and Field Major Programs: Interdisciplinary programs that are set up by faculty members of two or more departments, subject to approval of the college(s)' executive committee(s).

Group major programs require no fewer than 30 and no more than 36 units in upper division courses. Field major programs require at least 12 units from a list of specified upper division courses; elective courses are included to bring the total up to 30 units of upper division courses. Both group and field majors also have lower division requirements.

Although authority for establishment of undergraduate programs rests with the campus, such programs (either new or existing) may be subject to a Substantive Change Review by the Western Association of Schools and Colleges (WASC). The relevant WASC manual defines a substantive change as "one that may significantly affect an institution's quality, objectives, scope, or control." The following changes are considered "substantive" by WASC, and will require this type of review:

- New degree programs (unless an institution has general approval to offer degrees at the level proposed for the new program. See the WASC policy available online at [http://www.wascsenior.org/findit/files/forms/Policy\\_on\\_Degree\\_Level\\_Approval.pdf](http://www.wascsenior.org/findit/files/forms/Policy_on_Degree_Level_Approval.pdf))
- New off-campus locations (more than 25 miles from the main campus or regional center);
- New distance education or correspondence education programs (50% or more of instruction for a proposed degree program is offered online);
- A change in the length of a degree program.

Please consult with the Office of Planning & Analysis (OPA) for more information.

The process to establish a new group or field major at the undergraduate level is as follows:

1. Development of proposal: Proposals for new group or field majors are developed by a department or group of faculty and submitted to the executive committee of the school or college for review and approval. The proposal outlines the salient features of the proposed major program, describes the reasons for the program and its relationship to existing campus programs or units, and documents the program's staffing and resource requirements as well as the educational goals and evaluation procedures for the program (more information on the Undergraduate Student Learning Initiative is available [here](#)).
2. College review: The executive committee examines the proposed new program for quality, academic coherence, degree of specialization, prospects for attracting students of promise, accuracy in meeting college requirements, and the appropriateness of the proposed administrative structure. Once the proposal has been reviewed and approved at the college level, the dean forwards the proposal, together with a completed CPEC questionnaire (see Appendix B), to the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW).
3. New courses: Any new courses must be approved by the Committee on Courses of Instruction (COCI). Such approval can be sought at the same time the proposal is forwarded to the college administration unless the college review process is different (e.g., review of new courses by college executive committee before COCI review).

4. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the VPTLAPF for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review. Once the proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO), with copies to the chairs of the Committee on Educational Policy (CEP) and the Committee on Budget and Interdepartmental Relations (CBIR).
5. Senate review: a proposed undergraduate group or field major is reviewed by CEP and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.
6. Responsibility for final approval: The VPAAFW has authority for final approval of establishment of a new group or field major program after appropriate review and endorsement by the divisional academic senate. If the proposal is approved, establishment of the new program is announced to the campus and the Office of the President via email, and a unique identifying code is established. OPA records the action in the Berkeley Degree Inventory.

## NAME CHANGE FOR AN UNDERGRADUATE DEGREE PROGRAM (B.A., B.S.)

The process to change the name of an undergraduate program is as follows:

1. Development of proposal: A proposal to rename an undergraduate degree program is developed by the department/division/college in which the degree program is administratively housed and submitted to the college's executive committee for review and approval.

The proposal outlines the reasons for the new name, describes any corresponding changes to the program's focus and requirements, reports on the faculty's support for the new name, explains how the new name will affect existing students (e.g., are students in favor of new name? if not, will they be allowed to complete degree requirements with "old" name?), and documents any corresponding changes in the program's staffing and resource requirements.

2. College review: The executive committee reviews the proposal and forwards a recommendation to the dean. Once the proposed action has been reviewed and approved at the college level, the dean forwards the proposal to the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW).
3. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the VPTLAPF for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review. Once the proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO), with copies to the chairs of the Committee on Educational Policy (CEP) and the Committee on Budget and Interdepartmental Relations (CBIR).
4. Senate review: a proposed name change for an undergraduate degree program is reviewed by CEP and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.
5. Responsibility for final approval: The VPAAFW has authority for final approval of a name change for an undergraduate degree program after appropriate review and endorsement by the divisional academic senate. If the proposal is approved, establishment of the new program is announced to the campus and the Office of the President via email and a unique identifying code for the new name is established. OPA records the action in the Berkeley Degree Inventory.

## **TRANSFER, CONSOLIDATION, OR DISCONTINUANCE (TCD) OF AN UNDERGRADUATE DEGREE PROGRAM**

Responsibility for final approval of a TCD action for an undergraduate degree program with a non-unique degree title (i.e., B.A. or B.S.) rests with the campus administration (currently, the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW)]. However, those actions that would remove the last degree program carrying a particular degree title on that campus are subject to additional review and approval procedures in order to remove that degree title from the Regents' Standing Orders (see step 6).

The process for a TCD action is as follows:

1. Development of proposal: A proposal to transfer, consolidate, or discontinue an undergraduate program is developed by the department(s) or group(s) of faculty which has administrative oversight for the degree program and submitted to the executive committee of the school/college(s) for review and approval. The proposal outlines the salient reasons for the proposed action, reports the faculty vote on the proposal, describes the arrangements being made for students currently enrolled in the program, and explains how the proposed action will affect existing staffing and resource requirements.

If the action proposed is consolidation of two or more degree programs, the proposal documents also explain any corresponding changes to the degree programs' foci and requirements and notes whether the merger involves a new name (see page X).

2. College review: The executive committee(s) reviews the proposal and forwards a recommendation to the dean(s). Once the proposed action has been reviewed and approved at the college level, the dean forwards the proposal to the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW).
3. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the VPTLAPF for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review. Once the proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO), with copies to the chairs of the Committee on Educational Policy (CEP) and the Committee on Budget and Interdepartmental Relations (CBIR).
4. Senate review: a proposed TCD action for an undergraduate degree program is reviewed by CEP and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.
5. Approval for the campus: After appropriate review and endorsement by the divisional academic senate, the VPAAFW has authority for final approval of a TCD action for an undergraduate degree program that is not the last degree program carrying a particular degree title on that campus. If

the proposal is approved, the TCD is announced to the campus and the Office of the President via email.

In the case of a consolidation, a unique identifying code is established.

OPA records the action in the Berkeley Degree Inventory.

6. Final approval of discontinuance of the last degree program carrying a particular degree title on the campus: OPA prepares notification to the campus, the Academic Council Chair, and the Provost that the program has been discontinued and there are no longer any undergraduate degree programs using this particular degree title on the Berkeley campus.

Five years after the discontinuance becomes effective, if the degree title is still not being used on the campus, the Provost notifies the VPAAFW, with copies to the Council Chair and the Divisional Chair, that in three months the President intends to authorize removal of the degree title from the list of those the campus is authorized to use under the Standing Orders of the Regents. After a degree title on a campus has been removed from the Regents' Standing Orders, the campus must go through the entire establishment process if it wishes to use the degree title again.

If the VPAAFW (as the Chancellor's designee) concurs or does not respond, at the designated time the President, to whom the Regents have delegated this authority, approves removal of the degree title from the Standing Orders of the Regents and the Secretary to the Regents changes them.

If there has been a revitalization of the program and the VPAAFW does not concur, then she/he and the Divisional Chair, the Council Chair, and the Provost confer to determine a (short) timetable for the campus to establish a new undergraduate degree program utilizing that title or to agree that the title should be retired from those the campus is authorized to use.

OPA records the action in the Berkeley Degree Inventory.

## ESTABLISHMENT OF AN UNDERGRADUATE MINOR

*Undergraduate Minor Program:* A minor program is intended as an optional program that encourages coherence in the work that an undergraduate student undertakes outside his/her major field(s) of study. Most, but not all, minor programs are also available as majors.

A student may complete one or more minor programs, normally in a field both academically and administratively distinct from his/her major. In Letters & Science, most minors require only five courses (Business Administration and Computer Science are exceptions). Minors are listed in the memoranda column at the bottom of a student's transcript but not on the baccalaureate diploma.

All minors, including interdisciplinary minors, are available to all students regardless of their major, with the exception that students may not minor in their major. An interdisciplinary minor consists of courses offered by two or more schools or programs.

The process to establish a new undergraduate minor is as follows:

1. Development of proposal: Proposals for new undergraduate minors are developed by a department or group of faculty and submitted to the executive committee of the school/college for review and approval. The proposal outlines the salient features of the proposed minor, describes the reasons for the minor and its relationship to existing campus majors, lists required courses and total number of units required, and documents staffing and resource requirements.
2. College review: The proposal is reviewed by the executive committee of the school/college and, if the minor is to be offered to students outside the proposing unit's school/college, the proposal is also reviewed by the executive committees of any school/college whose students will be eligible to pursue the minor. Evidence of support for the minor from these other school/college(s) should be included in the proposal.
3. New courses: Any new courses must be approved by the Committee on Courses of Instruction (COCI). Such approval can be sought at the same time the proposal is forwarded to the college administration unless the college review process is different (e.g., review of new courses by college executive committee before COCI review).
4. Senate regulations: If Senate regulations regarding offering a minor are not already in place, a draft is prepared by the proposers and submitted to Divisional Council (DIVCO) for review by the Committee on Rules and Elections.
5. Responsibility for final approval: The college of the proposing unit has authority for final approval of establishment of minor programs once (i) any new courses have been approved; (ii) permission to offer the minor to students of another college has been granted; and (iii) Senate regulations, if not already in place, have been approved by the Committee on Rules and Elections.

Once the minor is approved, notification should be sent to the Office of Planning and Analysis (OPA) for addition to the Berkeley Degree Inventory.

## ESTABLISHMENT OF A SPECIALIZATION WITHIN AN APPROVED UNDERGRADUATE DEGREE PROGRAM

In 2004 Berkeley's Academic Program/Unit Definitions and Nomenclature<sup>2</sup> established the terms "specialization" and "concentration" for subprogram areas rather than the proliferation of terms previously used across campus.

*Specialization (formerly called track, area, option, plan, etc.):* Some approved degree programs (majors) are sub-divided into specific fields or specialties. Specializations occur within a major, while minors and designated emphases occur outside the major. A specialization is a program of study which enables a student to focus on courses in a particular field within a degree program. The specialization pursued appears on the student's transcript but not on the diploma. Establishment of specializations requires review by the Berkeley Division and approval by the Chancellor's Office [currently the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW)]. A unique major code is established for each specialization.

*Concentration (formerly called track, area, option, plan, etc.):* A concentration is a program of study within a degree program which emphasizes a specific area of the discipline. A concentration usually has a defined course of study, is approved within the school or college, and is not listed on student's the transcript or on the diploma. Concentrations do not have major codes.

Criteria, guidelines, and review procedures for establishment of undergraduate specializations were established at Berkeley in 2006. Prior to formalization of the review procedures for establishment of specializations, major codes had been assigned to subfields within a few degree programs. Those subfields with major codes were grandfathered in as specializations without further review (Appendix E). However, when a new specialization is recommended for establishment in one of these programs, a careful assessment and review of the grandfathered specialization will be undertaken as part of the review process of the new specialization proposal.

See Appendix C for criteria and guidelines for establishment of an undergraduate specialization. The review process for establishing an undergraduate specialization is as follows:

1. Development of proposal: A proposal to establish a specialization within a previously approved undergraduate degree program is developed by the department or group of faculty which has administrative oversight for the degree program and submitted to the executive committee of the school or college for review and approval. The proposal describes the need for the specialization, its relationship to the existing program and to any existing specializations, and explains how the proposed action will affect existing resources. See Appendix D for proposal format.
2. College review: The executive committee reviews the proposal for quality, academic coherence, prospects for attracting students of promise, and accuracy in fulfilling college requirements and subsequently forwards a recommendation to the dean. Once the proposed action has been

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<sup>2</sup> [Academic Program/Unit Definitions and Nomenclature](#)

reviewed and approved at the college level, the dean forwards the proposal to the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW).

3. New courses: Any new courses must be approved by the Committee on Courses of Instruction (COCI). Such approval can be sought at the same time the proposal is forwarded to the college administration unless the college review process is different (e.g., review of new courses by college executive committee before COCI review).
4. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review. Once the proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO), with copies to the chairs of the Committee on Educational Policy (CEP) and the Committee on Budget and Interdepartmental Relations (CBIR).
5. Senate review: a proposed undergraduate specialization is reviewed by CEP, which forwards its recommendation to DIVCO. DIVCO reviews and subsequently transmits the Division's recommendation to the VPAAFW.
6. Responsibility for final approval: The VPAAFW has authority for final approval of establishment of new undergraduate specializations after appropriate review and endorsement by the divisional academic senate. If the proposal is approved, establishment of the specialization is announced to the campus and the Office of the President via email and a unique identifying code is established. OPA records the action in the Berkeley Degree Inventory.
7. Future reviews: When departments, programs and groups with undergraduate specializations undergo regular periodic review, the Self-Study will contain a discussion of their specializations with an assessment of their use by students and of their continued usefulness within the intellectual parameters of the department, program, or group.

When a new specialization is established in a unit with 'grandfathered' specializations (Appendix E) that have not previously gone through this formal review process, a careful assessment and review of all specializations associated with the degree program will be undertaken as part of the proposal to establish the new specialization.



## **REVISION OF CURRICULAR REQUIREMENTS FOR AN UNDERGRADUATE DEGREE PROGRAM**

The college executive committee is responsible for review and approval of curriculum changes for existing undergraduate degree programs. If the curricular change is relatively minor in nature and does not change the nature of the degree program, the executive committee has responsibility for final approval.

If a curricular change represents a significant change to the degree program's nature, a proposal is forwarded by the dean to the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW) and to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review by the campus administration and the Berkeley division, following the same steps as for a name change for an undergraduate degree program (see page **X**).

## ESTABLISHMENT OF A NEW GRADUATE DEGREE PROGRAM

Degree Program: A degree program (also called a “major”) is a structured and sequenced set of courses and requirements leading to a degree at the undergraduate or graduate level. Every department at Berkeley offers at least one degree program, and some offer several. In addition, there are a number of interdisciplinary degree programs, each overseen by a graduate group<sup>3</sup> composed of faculty from several departments of instruction within a school or college or between schools and colleges but under the leadership of at least one dean. There are nearly 350 degree programs at Berkeley. With one exception<sup>4</sup>, degree programs are listed on a student’s diploma and transcript.

See <http://opa.vcbf.berkeley.edu/AcademicPrograms/DegProgramsForWeb.htm> for a list of all approved degree programs.

Responsibility for final approval of a proposal to establish a new graduate degree program with a non-unique degree title (e.g., M.A., M.S., or Ph.D.) rests with Office of the President (OP), though the review involves additional steps in the case of a program with a unique degree title (e.g., M.F.A., M.U.D.), as detailed below in step 10.

New graduate programs may also be subject to a Substantive Change Review by the Western Association of Schools and Colleges (WASC). The relevant WASC manual defines a substantive change as “one that may significantly affect an institution’s quality, objectives, scope, or control.” The following changes are considered “substantive” by WASC, and will require this type of review:

- New degree programs (unless an institution has general approval to offer degrees at the level proposed for the new program. See the WASC policy available online at [http://www.wascenior.org/findit/files/forms/Policy\\_on\\_Degree\\_Level\\_Approval.pdf](http://www.wascenior.org/findit/files/forms/Policy_on_Degree_Level_Approval.pdf))
- New off-campus locations (more than 25 miles from the main campus or regional center);
- New distance education or correspondence education programs (50% or more of instruction for a proposed degree program is offered online);
- A change in the length of a degree program.

Please consult with the Office of Planning & Analysis (OPA) for more information.

The process to establish a new graduate degree program is as follows:

1. Initial Systemwide notification of prospective action: Ordinarily, a proposal to establish a new graduate degree program is included (listed and described) in the annual Five-Year Perspective

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<sup>3</sup> Interdisciplinary Group: A distinctive academic element, composed of faculty drawn from various departments (and, in certain instances, from several campuses), representing various related fields of study and offering a degree in a specific field of study not represented by a department of instruction. Typically, a group does not have an established budget or budgeted faculty FTE, although two graduate groups are exceptions (Energy and Resources Group and the Neuroscience Group). These constitute “augmented” graduate groups.

<sup>4</sup> Diplomas for all students in the College of Engineering show “Engineering” without reference to a specific major; the major (e.g., Civil & Environmental Engineering, Mechanical Engineering) is reflected on the transcript.

report to OP at least one year before the proposal is formally submitted for campus review (see page X) for a description of the Five-Year Perspective review process).

If the intention to establish a new graduate program occurs outside the cycle of the Five-Year Perspective report, as soon as the decision to seek establishment is made, the recommending body, via its dean's office, submits to the Vice Provost-Academic Affairs and Faculty Welfare (VPAAFW) a completed report form (see Appendix A) so that the required notice can be given to OP. On behalf of the VPAAFW, the Office of Planning & Analysis (OPA) forwards the form via email to the UCOP Provost, the CCGA Chair, and the Academic Council Chair. The Provost notifies everyone who would have learned of the proposed action via the usual Five-Year Perspective process and, in consultation with the Academic Council Chair, transmits any feedback to the campus. Reviews by CCGA and OP also address the systemwide perspective that would have been considered had the proposed action first been analyzed as part of a Five-Year Perspective.

2. Development of proposal: A proposal to establish a graduate program is developed by the department or group of faculty which has administrative oversight for the program. Following the format and requirements specified by the Coordinating Committee of Graduate Affairs (CCGA)<sup>5</sup>, the proposal outlines the salient features of the proposed degree program, describes the reasons for the program and its relationship to existing campus programs or units, documents the program's staffing and resource requirements, and reports the faculty vote on the proposal. The proposal, together with a completed CPEC questionnaire (see Appendix B), is submitted to the dean (Graduate Division in the case of an academic program offered by an interdisciplinary graduate group; dean of the school/college for all other graduate programs) for review and approval.
3. School/College review: In the case of a non-interdisciplinary program, the school/college executive committee reviews the proposal and makes a recommendation to the dean. The dean then forwards the proposal, including his/her recommendation, to the Graduate Division.

A recommendation for establishment of a graduate degree program offered by an interdisciplinary graduate group is forwarded directly to the Graduate Division dean by the chair of the graduate group.

4. New courses: Any new courses must be approved by the Committee on Courses of Instruction (COCI). Such approval can be sought at the same time the proposal is forwarded to the college administration unless the college review process is different (e.g., review of new courses by college executive committee before COCI review).
5. Graduate Division review: Graduate Division staff notify OPA that a proposal has been submitted for review. The proposal is reviewed by Graduate Division for completeness and adherence to relevant policies. See [here](#) for specifics of Graduate Division review. Once that review is complete, the final proposal is submitted to the Graduate Council (GC) for review.

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<sup>5</sup> [http://www.grad.berkeley.edu/program\\_proposal/index.shtml](http://www.grad.berkeley.edu/program_proposal/index.shtml)

6. Senate review: GC reviews the proposal and submits a recommendation to the Committee on Educational Policy (CEP), the Committee on Budget and Interdepartmental Relations (CBIR), and Divisional Council (DIVCO). GC also submits a copy of the proposal and its recommendation to VPAAFW.

The proposal and GC's recommendation are reviewed by CEP and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.

7. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal and the Senate's recommendations for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal, the Berkeley Division's recommendation, and the collected comments to the VPAAFW.
8. Approval for the campus: The VPAAFW reviews the proposal and the Division recommendations on behalf of the Chancellor. If the VPAAFW supports the proposal, OPA prepares the proposal for transmittal to the UCOP Provost, with copies to members of CCGA and to the CCGA analyst. Additionally, a copy of the transmittal letter goes to the Academic Council Chair.

If the VPAAFW does not support the proposal, OPA prepares a letter informing the dean(s) of the decision.

9. Responsibility for final approval: The President has authority for final approval of establishment of a new graduate degree program with a degree already in use on the campus (e.g., M.A., Ph.D) following appropriate review and endorsement by CCGA and concurrence by CPEC. Detailed information about the review process beyond the campus is available [here](#). The President's decision is conveyed to the campus. OPA then announces the decision to campus via email and a unique identifying code is established for the program. OPA records the action in the Berkeley Degree Inventory.
10. Final approval for a degree title (e.g, M.D.) that has never been used on the campus: Undergraduate and graduate degree programs are identified both by the title of the degree conferred and by the disciplinary area in which the degree is awarded. As one example, an undergraduate degree program such as a B.A. in Mathematics is offered in the disciplinary area of mathematics with the Bachelor of Arts degree title. As another example, a graduate degree program such as an M.F.A. in Theater is offered in the disciplinary area of theater with the Master of Fine Arts degree title. A section in the Standing Orders of the Regents (SOR 110.1) specifies the degree titles, but not the degree programs (disciplinary areas), that each campus is authorized to confer. Accordingly, when a campus proposes a new undergraduate or graduate degree program with a degree title not already authorized under the Regents' Standing Orders, additional review and approval procedures are necessary. Details of the review process are available [here](#).

The Regents have delegated authority to authorize campus use of a new degree title to the President (SOR 110.1). The President's decision is conveyed to campus. On behalf of the VPAAFW, OPA announces that decision to campus via email and a unique identifying code is established. OPA records the action in the Berkeley Degree Inventory.

## ESTABLISHMENT OF A CONCURRENT GRADUATE DEGREE PROGRAM

Concurrent Degree Program: A concurrent degree program is an approved combination of two existing, but separate, master's degree programs, e.g., MCP/MPH offered by City and Regional Planning and Public Health. Students are permitted the shared use of a limited number of courses considered relevant for both degrees, thus shortening the time required to earn both degrees. Concurrent degree programs have been established to provide an integrated curriculum of greater breadth between two disciplines.

New graduate programs may also be subject to a Substantive Change Review by the Western Association of Schools and Colleges (WASC). The relevant WASC manual defines a substantive change as "one that may significantly affect an institution's quality, objectives, scope, or control." The following changes are considered "substantive" by WASC, and will require this type of review:

- New degree programs (unless an institution has general approval to offer degrees at the level proposed for the new program. See the WASC policy available online at [http://www.wascsenior.org/findit/files/forms/Policy\\_on\\_Degree\\_Level\\_Approval.pdf](http://www.wascsenior.org/findit/files/forms/Policy_on_Degree_Level_Approval.pdf))
- New off-campus locations (more than 25 miles from the main campus or regional center);
- New distance education or correspondence education programs (50% or more of instruction for a proposed degree program is offered online);
- A change in the length of a degree program.

Please consult with the Office of Planning & Analysis (OPA) for more information.

The process to establish a new concurrent degree program is as follows:

1. Initial Systemwide notification of prospective action: Ordinarily, a proposal to establish a new concurrent graduate degree program is included (listed and described) in the annual Five-Year Perspective report to OP at least one year before the proposal is formally submitted for campus review (see page X for a description of the Five-Year Perspective review process).

If the intention to establish a new concurrent degree program occurs outside the cycle of the Five-Year Perspective report, as soon as the decision to seek establishment is made, the recommending body, via its dean's office, submits to the Vice Provost-Academic Affairs and Faculty Welfare (VPAAFW) a completed report form (see Appendix A) so that the required notice can be given to OP. On behalf of the VPAAFW, the Office of Planning & Analysis (OPA) forwards the form via email to the UCOP Provost, the CCGA Chair, and the Academic Council Chair. The Provost notifies everyone who would have learned of the proposed action via the usual Five-Year Perspective process and, in consultation with the Academic Council Chair, transmits any feedback to the campus. Reviews by CCGA and OP also address the systemwide perspective that would have been considered had the proposed action first been analyzed as part of a Five-Year Perspective.

2. Development of proposal: A proposal to establish a concurrent degree program is developed by the department(s) or group(s) of faculty which have administrative oversight for the program. Following the format and requirements specified by the Coordinating Committee of Graduate Affairs (CCGA), the proposal outlines the salient features of the proposed degree program, describes the reasons for the program and its relationship to existing campus programs or units, documents the program's staffing and resource requirements, and reports the faculty vote on the

proposal. The proposal, together with a completed CPEC questionnaire (see Appendix B), is submitted to the dean (Graduate Division in the case of an academic program offered by an interdisciplinary graduate group; dean of the school/college for all other graduate programs) for review and approval.

3. School/College review: The school/college executive committees review the proposal and make a recommendation to the deans. The deans then forward the proposal, with their recommendation, to the Graduate Division.
4. New courses: Any new courses must be approved by the Committee on Courses of Instruction (COCI). Such approval can be sought at the same time the proposal is forwarded to the college administration unless the college review process is different (e.g., review of new courses by college executive committee before COCI review).
5. Graduate Division review: Graduate Division staff notify OPA that a proposal has been submitted for review. The proposal is reviewed by Graduate Division for completeness and adherence to relevant policies. See [here](#) for specifics of Graduate Division review. Once that review is complete, the final proposal is submitted to the Graduate Council (GC) for review.
6. Senate review: GC reviews the proposal and submits a recommendation to the Committee on Educational Policy (CEP), the Committee on Budget and Interdepartmental Relations (CBIR), and Divisional Council (DIVCO). GC also submits a copy of the proposal and its recommendation to VPAAFW.

The proposal and GC's recommendation are reviewed by CEP and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.

7. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal and the Senate's recommendations for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal, the Berkeley Division's recommendation, and the collected comments to the VPAAFW.
8. Approval for the campus: The VPAAFW reviews the proposal on behalf of the Chancellor. If the VPAAFW supports the proposal, OPA prepares the proposal for transmittal to the UCOP Provost, with copies to members of CCGA and to the CCGA analyst. Additionally, a copy of the transmittal letter goes to the Academic Council Chair.

If the VPAAFW does not support the proposal, OPA prepares a letter informing the dean(s) of the decision.

10. Responsibility for final approval: The President has authority for final approval of establishment of new concurrent graduate degree programs, following appropriate review and endorsement by

CCGA and concurrence by CPEC. Detailed information about the review process once a proposal has been favorably reviewed by the campus is available [here](#). The President's decision is conveyed to the campus. OPA then announces the decision to campus via email and a unique identifying code is established. OPA records the action in the Berkeley Degree Inventory.

11. Final approval for a degree title (e.g, M.D.) that has never been used on the campus:

Undergraduate and graduate degree programs are identified both by the title of the degree conferred and by the disciplinary area in which the degree is awarded. As one example, an undergraduate degree program such as a B.A. in Mathematics is offered in the disciplinary area of mathematics with the Bachelor of Arts degree title. As another example, a graduate degree program such as an M.F.A. in Theater is offered in the disciplinary area of theater with the Master of Fine Arts degree title. A section in the Standing Orders of the Regents (SOR 110.1) specifies the degree titles, but not the degree programs (disciplinary areas), that each campus is authorized to confer. Accordingly, when a campus proposes a new undergraduate or graduate degree program with a degree title not already authorized under the Regents' Standing Orders, additional review and approval procedures are necessary. Details of the review process are available [here](#).

The Regents have delegated authority to authorize campus use of a new degree title to the President (SOR 110.1). The President's decision is conveyed to campus. OPA announces that decision to campus via email and a unique identifying code is established. OPA records the action in the Berkeley Degree Inventory.



## ESTABLISHMENT OF A JOINT GRADUATE DEGREE PROGRAM

*Joint Doctoral Program:* A joint program is one degree offered by two separate departments of instruction or institutions. At the graduate level, examples of joint doctoral programs include the joint PhD program in Sociology and Demography, the Medical Anthropology program offered by a graduate group at Berkeley and UCSF, or the Jewish Studies program offered by a Berkeley graduate group and the Graduate Theological Union.

The process to establish a new joint degree program is the same as that for establishment of new graduate programs. If the joint program involves more than one UC campus, full review occurs on both campuses. If the joint program involves another non-UC institution, review at the other institution should be completed or nearly completed when the proposal is submitted for Berkeley review.

New graduate programs may also be subject to a Substantive Change Review by the Western Association of Schools and Colleges (WASC). The relevant WASC manual defines a substantive change as “one that may significantly affect an institution’s quality, objectives, scope, or control.” The following changes are considered “substantive” by WASC, and will require this type of review:

- New degree programs (unless an institution has general approval to offer degrees at the level proposed for the new program. See the WASC policy available online at [http://www.wascsenior.org/findit/files/forms/Policy\\_on\\_Degree\\_Level\\_Approval.pdf](http://www.wascsenior.org/findit/files/forms/Policy_on_Degree_Level_Approval.pdf))
- New off-campus locations (more than 25 miles from the main campus or regional center);
- New distance education or correspondence education programs (50% or more of instruction for a proposed degree program is offered online);
- A change in the length of a degree program.

Please consult with the Office of Planning & Analysis (OPA) for more information.

The review process steps are:

1. Initial Systemwide notification of prospective action: Ordinarily, a proposal to establish a new graduate degree program is included (listed and described) in the annual Five-Year Perspective report to OP at least one year before the proposal is formally submitted for campus review (see page X for a description of the Five-Year Perspective review process).

If the intention to establish a new graduate program occurs outside the cycle of the Five-Year Perspective report, as soon as the decision to seek establishment is made, the recommending body, via its dean’s office, submits to the Vice Provost-Academic Affairs and Faculty Welfare (VPAAFW) a completed report form (see Appendix A) so that the required notice can be given to OP. On behalf of the VPAAFW, the Office of Planning & Analysis (OPA) forwards the form via email to the UCOP Provost, the CCGA Chair, and the Academic Council Chair. The Provost notifies everyone who would have learned of the proposed action via the usual Five-Year Perspective process and, in consultation with the Academic Council Chair, transmits any feedback to the campus. Reviews by CCGA and OP also address the systemwide perspective that would have been considered had the proposed action first been analyzed as part of a Five-Year Perspective.

2. Development of proposal: A proposal to establish a joint graduate program is developed by the departments or groups of faculty which will have administrative oversight for the program. Following the format and requirements specified by the Coordinating Committee of Graduate Affairs (CCGA), the proposal outlines the salient features of the proposed degree program program, describes the reasons for the program and its relationship to existing campus programs or units, documents the program's staffing and resource requirements, and reports the faculty votes on the proposal.

The proposal should specifically address how administration of the program, including guidance of students, will be shared by the sponsoring departments/units.

The proposal, together with a completed CPEC questionnaire (see Appendix B), is submitted to the dean(s) (Graduate Division in the case of an academic program offered by an interdisciplinary graduate group; dean of the school/college for all other graduate programs) for review and approval.

3. School/College review: The school/college executive committees review the proposal and make a recommendation to the dean(s). The dean(s) then forwards the proposal, including their recommendations, to the Graduate Division.
4. New courses: Any new courses must be approved by the Committee on Courses of Instruction (COCI). Such approval can be sought at the same time the proposal is forwarded to the college administration unless the college review processes are different (e.g., review of new courses by college executive committee before COCI review).
5. Graduate Division review: Graduate Division staff notify OPA that a proposal has been submitted for review. The proposal is reviewed by Graduate Division for completeness and adherence to relevant policies. See [here](#) for specifics of Graduate Division review. Once that review is complete, the final proposal is submitted to the Graduate Council (GC) for review.
6. Senate review: GC reviews the proposal and submits a recommendation to the Committee on Educational Policy (CEP), the Committee on Budget and Interdepartmental Relations (CBIR), and Divisional Council (DIVCO). GC also submits a copy of the proposal and its recommendation to VPAAFW.

The proposal and GC's recommendation are reviewed by CEP and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.

7. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal and the Senate's recommendations for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal, the Berkeley Division's recommendation, and the collected comments to the VPAAFW.

8. Approval for the campus: The VPAAFW reviews the proposal and the Division recommendations on behalf of the Chancellor. If the VPAAFW supports the proposal, OPA prepares the proposal for transmittal to the UCOP Provost, with copies to members of CCGA and to the CCGA analyst. Additionally, a copy of the transmittal letter goes to the Academic Council Chair.

If the VPAAFW does not support the proposal, OPA prepares a letter informing the dean(s) of the decision.

9. Responsibility for final approval: The President has authority for final approval of establishment of a new joint degree program which will use a degree already approved for the campus (e.g., M.A., Ph.D) following appropriate review and endorsement by CCGA and concurrence by CPEC. Detailed information about the review process once a proposal has been favorably reviewed by the campus is available [here](#). The President's decision is conveyed to the campus. OPA then announces the decision to campus via email and a unique identifying code is established for the program. OPA records the action in the Berkeley Degree Inventory.

10. Final approval for a degree title (e.g, M.D.) that has never been used on the campus: Undergraduate and graduate degree programs are identified both by the title of the degree conferred and by the disciplinary area in which the degree is awarded. As one example, an undergraduate degree program such as a B.A. in Mathematics is offered in the disciplinary area of mathematics with the Bachelor of Arts degree title. As another example, a graduate degree program such as an M.F.A. in Theater is offered in the disciplinary area of theater with the Master of Fine Arts degree title. A section in the Standing Orders of the Regents (SOR 110.1) specifies the degree titles, but not the degree programs (disciplinary areas), that each campus is authorized to confer. Accordingly, when a campus proposes a new undergraduate or graduate degree program with a degree title not already authorized under the Regents' Standing Orders, additional review and approval procedures are necessary. Details of the review process are available [here](#).

The Regents have delegated authority to authorize campus use of a new degree title to the President (SOR 110.1). The President's decision is conveyed to campus. On behalf of the VPAAFW, OPA announces that decision to campus via email and a unique identifying code is established. OPA records the action in the Berkeley Degree Inventory.

## ESTABLISH A SELF-SUPPORTING GRADUATE DEGREE PROGRAM (SSDP)

*Self-Supporting Degree Program:* Beginning in 1996, the University approved the establishment of part-time graduate professional degree programs with no State support, except at start-up or initial point of conversion. These programs are distinguished from: (a) regular, full-time, graduate, undergraduate or professional, state-supported programs that charge normal fees; (b) regular, part-time, graduate, undergraduate or professional, state-supported programs that charge normal fees adjusted according to Part-time Study Policy (March 1981); (c) regular, full-time, professional-only, state-subsidized programs in medicine, law, optometry, business, pharmacy, etc., that charge normal fees plus a fee for selected professional school students, according to Regental Policy (January 1994); (d) certificate programs.

These programs, by policy, may be undertaken "only when a demonstrated need for a part-time program in a specific field of study exists." Further, these programs are intended as enhancements or enrichments to Berkeley's regular programs. All faculty in the program must be paid directly from the revenue of self-supporting programs in proportion to the faculty member's workload commitment to the program, and in accord with the offering department's normative workload policies, and with campus academic personnel policies. If a program is offered during the summer, or on a year-round basis, additional compensation in accord with established policies may be appropriate for work performed during the summer period. Self-supporting program fees or other non-state funds will cover full program costs, including but not limited to faculty instructional costs (including benefits), program support costs (including overhead within a school or college), student services costs, financial aid needs of their students, and campus overhead. Campus overhead is defined as including: academic support (e.g. library), institutional support, and space related costs (e.g., debt service, equipment replacement and maintenance).

The review process to establish a self-supporting degree program has two components: one for the academic aspects of the program and the other for the financial aspects. Review of the academic merits of the proposal is the same as that for establishment of new graduate programs (see review process steps on page X). If the self-supporting program involves more than one UC campus, full review occurs on both campuses. If the self-supporting program involves another non-UC institution, review at the other institution should be completed or nearly completed when the proposal is submitted for Berkeley review.

The Campus Budget Office oversees development and review of the financial aspects of an SSPD proposal.

New graduate programs may also be subject to a Substantive Change Review by the Western Association of Schools and Colleges (WASC). The relevant WASC manual defines a substantive change as "one that may significantly affect an institution's quality, objectives, scope, or control." The following changes are considered "substantive" by WASC, and will require this type of review:

- New degree programs (unless an institution has general approval to offer degrees at the level proposed for the new program. See the WASC policy available online at [http://www.wascsenior.org/findit/files/forms/Policy\\_on\\_Degree\\_Level\\_Approval.pdf](http://www.wascsenior.org/findit/files/forms/Policy_on_Degree_Level_Approval.pdf))
- New off-campus locations (more than 25 miles from the main campus or regional center);

- New distance education or correspondence education programs (50% or more of instruction for a proposed degree program is offered online);
- A change in the length of a degree program.

Please consult with the Office of Planning & Analysis (OPA) for more information.

The following excerpts from the November 2010 report of Berkeley's Task Force on Self-Supporting Degree Programs should be considered in developing a proposal to establish a SSDP. The full report is available [here](#).

Impact of SSDP proposals on enrollment:

1. Deans' submissions for the annual Five-Year Planning Perspective for academic programs and units (see page X) should include SSDPs. The graduate dean and Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) should assess the impact on the current campus enrollment, and develop a strategy for accommodating all programs, if possible, with a priority on regular academic graduate programs.
2. New SSDP proposals should specifically consider the impact on the current enrollment targets, either by (1) part-time status or off-campus delivery for the students in the program so as to minimize an increase to the current enrollment, or (2) commensurate reductions by the same school or college in regular program enrollments, or (3) agreements with programs outside the school or college for commensurate reductions in enrollments.

If a program is delivered full-time in parallel with other state-supported programs, then the program should be configured as a state-supported program with a PDF (Professional Degree Fee) to capture the necessary revenue, rather than as an SSDP. A proposed SSDP should be delivered part-time (interpreted with respect to current campus enrollment targets) or remotely.

SSDP Proposal Review:

1. Proposals for SSDPs should articulate clearly why establishment of the program serves the interests of the campus.
2. All SSDP proposals must aim to avoid duplication and redundancy with other programs on the Berkeley campus, either by sharing faculty or targeting a different kind of student. The process of developing any degree proposal should involve broad consultation and the seeking of academic partners.
3. All SSDP proposals should include a marketing study, developed in conjunction with University Extension, or equivalent.
4. The Task Force recommends that University Extension should be asked to develop the capacity to administer any new SSDPs not in the Schools of Business or Law, with a suitable provision for revenue sharing. (Note that this recommendation is not a requirement.)

5. If SSDPs (planned *and* current) result in enrollment of large cohorts in regular program courses, these should be accommodated by an MOU to be placed on file with the VPTLAPF. The MOU should address how SSDP program revenues will underwrite an appropriate proportion of the instructional costs and protect regular students' access to the course(s).
6. SSDPs should allow concurrent enrollment of their students in regular courses. SSDPs should agree to cover the concurrent enrollment fee for a limited number of courses for each student in the program. This is in keeping with campus practice by which students are charged for the degree program, not the course.
7. SSDP teaching responsibilities should have no negative impact on regular program teaching. Proposals for new SSDPs, or for hiring new teaching capacity on program revenue from an already existing SSDP, should include an analysis that shows the following: additional teaching capacity developed from SSDP revenue must at least equal, or preferably exceed, the teaching responsibilities required to mount the SSDP. The analysis should address the host unit's faculty needs relevant to its teaching mission across all programs.

Future reviews of established SSDP's:

1. Review of associated SSDPs should be an integral part of the regular academic program review of departments, colleges and schools.
2. The Graduate Council should undertake review of any SSDPs not reviewed as part of department, school or college reviews (e.g., SSDPs mounted by interdisciplinary groups of faculty). These reviews should follow the format of the review of interdisciplinary graduate groups.

## NAME CHANGE FOR A GRADUATE DEGREE PROGRAM

Responsibility for final approval of a proposal to change the name of a graduate degree program depends on whether or not the name change is to be accompanied by substantial changes to the program.

The process to change the name of a graduate degree program is as follows:

1. Development of proposal: A proposal to rename a graduate program is developed by the department or group of faculty which has administrative oversight for the program.
2. School/College review: In the case of a non-interdisciplinary program, the school/college executive committee reviews the proposal and makes a recommendation to the dean. The dean then forwards the proposal, including his/her recommendation, to the Graduate Division.

A recommendation to change the name of a graduate degree program offered by an interdisciplinary graduate group is forwarded directly to the Graduate Division dean by the chair of the graduate group.

3. Graduate Division review: Graduate Division staff notify OPA that a proposal has been submitted for review. The proposal is reviewed by Graduate Division for completeness and adherence to relevant policies. See [here](#) for specifics of Graduate Division review. Once that review is complete, the final proposal is submitted to the Graduate Council (GC) for review.
4. Senate review: GC reviews the proposal and determines whether the proposed name change is associated with a fundamental modification of the program, a change in the degree requirements, or a need for substantial new resources. If GC determines that none of those conditions apply, the name change is considered a “simple name change,” and the campus has authority to approve the name change after appropriate review and endorsement by the divisional academic senate.

If one or more of those conditions is associated with the proposed name change, CCGA review will be required.

GC forwards the proposal and its recommendation to the chairs of Divisional Council (DIVCO), and the committees on Educational Policy (CEP) and Budget and Interdepartmental Relations (CBIR). GC also submits a copy of the proposal and its recommendation to the VPAAFW.

The proposal and GC’s recommendation are reviewed by CEP and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division’s recommendation to the VPAAFW.

5. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal and the Senate’s recommendations for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of

the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal, the Berkeley Division's recommendation, and the collected comments to the VPAAFW.

7. Final approval: The VPAAFW reviews the proposal on behalf of the Chancellor. If GC has determined that the proposed action is a "simple" name change, the VPAAFW's decision is final. If approved, OPA announces the decision on the proposed name change to the campus and the Office of the President via email. A unique major code for the new name is established, and OPA records the action in the Berkeley Degree Inventory.

If the proposed name change is not approved, OPA prepares notification on behalf of the VPAAFW to the dean and to those initiating the proposal.

If GC has determined that substantive change to the program is involved in the proposed name change, and if the VPAAFW supports the proposed change, OPA prepares the proposal for transmittal to CCGA. Detailed information about the review process once a proposal has been favorably reviewed by the campus is available [here](#).

CCGA's decision is conveyed to the campus. OPA announces the decision via email to campus and a unique identifying code is established. OPA records the action in the Berkeley Degree Inventory.



## **TRANSFER, CONSOLIDATION, OR DISCONTINUANCE (TCD) OF A GRADUATE DEGREE PROGRAM**

Responsibility for final approval of a TCD action for a graduate degree program with a non-unique degree title (e.g., M.A., M.S., or Ph.D.) varies. If the proposed TCD action was included in a Five-Year Perspective report and if any Universitywide implications identified by OP and/or CCGA are being addressed satisfactorily, then the campus's decision is final, and there is no systemwide review. Currently, the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW) is responsible for a final decision in these circumstances.

However, in certain circumstances (see step 1 below) review beyond the campus can be requested by either CCGA or the UCOP Provost.

Additionally, a TCD action that would remove the last degree program carrying a particular degree title on that campus (e.g., M.L.A. or M.U.D.) is subject to additional review and approval procedures in order to remove that degree title from the Regents' Standing Orders (see step 9).

The process for a TCD action for a graduate program is as follows:

1. Initial notification of prospective TCD action: Ordinarily, a proposed transfer, consolidation, or discontinuance (TCD) of a graduate degree program is included (listed and described) in the annual Five-Year Perspective report to OP at least one year before the action is formally submitted for campus review (see Process 1 for a description of the Five-Year Perspective process).

If the intention for a TCD action occurs outside the cycle of the Five-Year Perspective report, as soon as the decision to seek transfer, consolidation or discontinuance of a graduate degree program is made the recommending body, via its dean's office, submits to the VPAAFW a detailed Five-Year Perspective report form (see Appendix A) so that the required notice can be given to OP. On behalf of the VPAAFW, OPA forwards the form via email to the UCOP Provost, the CCGA Chair, and the Academic Council Chair. The Provost notifies the campus of any concerns regarding potential universitywide impacts and may request review of the TCD proposal after campus review has been completed.

Within 30 days after receipt of the completed form, CCGA conveys any questions or concerns regarding Universitywide implications and appropriate involvement of the Divisional Senate in writing to the Divisional Senate and/or campus administration. CCGA also notifies the UCOP Provost whether or not it wishes to review the TCD proposal after completion of campus review.

2. Development of proposal: A proposal to transfer, consolidate, or discontinue a graduate program is usually developed by the department or group of faculty which has administrative oversight for the program and submitted to the cognizant dean [Graduate Division in the case of an academic program offered by an interdisciplinary graduate group; dean of the school/college for all other graduate programs) for review and approval. The proposal outlines the salient reasons for the proposed action, reports the faculty vote on the proposal, and describes the arrangements being made for students currently enrolled in the program who have not yet finished their degree programs.

In some circumstances, the decision to seek TCD of a graduate program is made externally to the department or group of faculty with administrative oversight for the program [e.g., by the Program Review Oversight Committee (PROC) as the result of a routine academic program administrative/senate review]. In that case, the recommendation that a TCD action be considered would be made to the VPAAFW, who would notify the Graduate Dean and the school/college dean. The department/faculty group with oversight responsibility for the program would be asked to submit a response to the recommendation, and review would proceed as follows.

If the action proposed is consolidation of two or more graduate programs, the proposal documents also explain any corresponding changes to the programs' foci and requirements and notes whether the consolidation involves a new name (see page X).

3. School/College review: In the case of a non-interdisciplinary program, the school/college executive committee reviews the proposal and makes a recommendation to the cognizant dean. The dean then forwards the proposal to the Graduate Division with his/her recommendation.

A recommendation for a TCD action for a program offered by an interdisciplinary graduate group is forwarded directly to the Graduate Division by the chair of the graduate group.

4. Graduate Division review: Graduate Division staff notify OPA that a proposal has been submitted for review. The proposal is reviewed by Graduate Division for completeness and adherence to relevant policies. See [here](#) for specifics of Graduate Division review. Once that review is complete, the final proposal is submitted to the Graduate Council (GC) for review.
5. Senate review: GC reviews the proposal and submits a recommendation to the Committee on Educational Policy (CEP), the Committee on Budget and Interdepartmental Relations (CBIR), and Divisional Council (DIVCO). GC also submits a copy of the proposal and its recommendation to VPAAFW.

The proposal and GC's recommendation are reviewed by CEP and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.

7. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal and the Senate's recommendations for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal, the Berkeley Division's recommendation, and the collected comments to the VPAAFW.
8. Responsibility for final approval of a TCD action for a non-unique graduate degree title:
  - a. If (i) the proposed TCD action was included in a Five-Year Perspective and (ii) any Universitywide implications conveyed to the campus in response to the Five-Year Perspective report have been addressed, and (iii) neither CCGA nor the UCOP Provost have requested a

systemwide review, then the campus's decision is final. Currently, the VPAAFW is responsible for a final decision. OPA announces the VPAAFW's decision on the proposed TCD action to the campus, OP, CCGA, and the Academic Council via email.

- b. If (i) initial notice of the proposed TCD action was reported to OP outside of the Five-Year Perspective process, (ii) any Universitywide implications subsequently conveyed to the campus have been addressed, and (iii) systemwide review has not been requested, then the VPAAFW is responsible for the final decision. OPA announces the VPAAFW's decision on the proposed TCD action to the campus, OP, CCGA, and the Academic Council via email.
  - c. If (i) initial notice of the proposed TCD action was reported to OP outside of the Five-Year Perspective process, (ii) any Universitywide implications subsequently conveyed to the campus have not been addressed, or (iii) systemwide has asked to review the proposal, then OPA submits the proposal and the VPAAFW's recommendation to OP. See [here](#) for specifics of systemwide review. If systemwide review has been requested, then CCGA must approve the final plan for a TCD action and the President must approve implementation of it.
  - d. The final decision on the TCD action is reported to campus by the UCOP Provost. On behalf of the VPAAFW, OPA announces the final decision to campus via email and records the action in the Berkeley Degree Inventory.
9. Final approval of discontinuance of the last degree program carrying a particular degree title on the campus: Once review is complete and a decision to discontinue a unique graduate degree title has been made, CCGA notifies the Berkeley Division Chair, the Chancellor, the Academic Council Chair, and the UCOP Provost that there are no longer any graduate degree programs using the particular degree title on that campus.

If the degree title still is not being used on the campus five years after the program discontinuance becomes effective, the UCOP Provost notifies the campus, with copies to the Council Chair and the Divisional Chair, that in three months the President intends to authorize removal of the degree title from the list of those the campus is authorized to confer under Regents' Standing Order 110.1. After a degree title on a campus has been removed from the Regents' Standing Orders, the campus must go through the entire establishment process if it wishes to use the degree title again.

If the VPAAFW (as the Chancellor's designee) concurs or does not respond, at the designated time the President approves removal of the degree title from SOR 110.1 and the Secretary to the Regents removes it.

If the VPAAFW does not concur, then she/he and the Divisional Chair, the Council Chair, and the UCOP Provost confer to determine a (short) timetable for the campus to establish a new graduate degree program utilizing that title or to agree that the title should be retired from those the campus is authorized to use.

OPA records the action in the Berkeley Degree Inventory.

## ESTABLISHMENT OF A DESIGNATED EMPHASIS

*Designated Emphasis:* The designated emphasis is an area of focus, such as a new method of inquiry or an important field of application, that is relevant to two or more existing doctoral degree programs. A designated emphasis is similar to a minor, but at the graduate level. However, because of its interdisciplinary nature, it differs from a specialization or a concentration within a degree program in that it is a program administered by an approved graduate group. A designated emphasis is designed to complement existing Ph.D. programs and to provide opportunities for interdisciplinary study with faculty from other departments. Students are required to complete the academic work in the area of emphasis in addition to all the requirements of the doctoral program. The designated emphasis appears on the transcript and, with 7/31/07 approval from President Dynes, on the diploma. The Graduate Council has authority to establish designated emphases.

The process to establish a new designated emphasis is available [here](#). Graduate Council's decision to establish a new D.E. is reported to the VPAAFW. On behalf of the VPAAFW, OPA announces that decision to campus via email and records the action in the Berkeley Degree Inventory.

## ESTABLISHMENT OF A NEW ACADEMIC DEPARTMENT

Department of Instruction (e.g., academic department): an administrative unit composed of budgeted faculty (FTE) offering instruction in a titled, specialized discipline, and normally affiliated with a school or college. A department has an established budget for instruction. At Berkeley, there have been two notable exceptions of departments without a school or college affiliation – City and Regional Planning (from 1948-1959) and Ethnic Studies (from 1970-1995).

Nearly all of Berkeley's departments organized under a college structure offer curricula leading to academic degrees at the master's and/or doctoral levels, while only a few offer graduate professional degrees. Department (and school) faculties initiate recruitment and promotion actions for their respective units.

Responsibility for final approval of a proposal to establish a new department of instruction rests with the campus administration [currently the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW)].

The process to establish a new department of instruction is as follows:

1. Development of proposal: Proposals for new academic departments are developed by a group of faculty and submitted to the executive committee of the school or college which will house the instructional unit for review and approval. Undergraduate and graduate degree programs of the new department are developed according to established procedures unless they already exist.

The proposal describes the reasons for the new department and its relationship to existing campus programs or units and documents staffing and resource requirements.

2. College/school review: The proposal is reviewed according to the college/school's established process. Once the proposal has been reviewed and approved at the college level, the dean forwards the proposal to the VPAAFW.
3. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review.

Once the proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO) with copies to the chairs of the Committee on Educational Policy (CEP), the Committee on Budget and Interdepartmental Relations (CBIR), and Graduate Council (GC).

4. Senate review: a proposed undergraduate degree program is reviewed by CEP and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.

5. Responsibility for final approval: The VPAAFW has authority for final approval to establish a new academic department after appropriate review and endorsement by the divisional academic senate. If the proposal is approved, OPA announces establishment of the new department to the campus and the Office of the President via email. OPA records the action in the Berkeley Degree Inventory.

## NAME CHANGE FOR AN ACADEMIC DEPARTMENT

Responsibility for final approval of a proposal to change the name of a department of instruction rests with the campus administration [currently the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW)].

The review process is as follows:

1. Development of proposal: Proposals for name changes for academic departments are developed by the department and submitted to the executive committee of the school or college for review and approval. The proposal documents the reasons for the new name; identifies any corresponding changes to the unit's focus, functions, requirements, or degree programs; and documents any corresponding changes in staffing and resource requirements. The proposal should also report how the unit's constituents feel about the proposal (faculty vote, student support, etc.).
2. College/school review: The proposal is reviewed according to the college/school's established process. Once the proposal has been reviewed and approved at the college level, the dean forwards the proposal to the VPAAFW.
3. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review.

Once the proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO) with copies to the chairs of the Committee on Educational Policy (CEP), the Committee on Budget and Interdepartmental Relations (CBIR), and Graduate Council (GC).

4. Senate review: Recommendations from CEP, CBIR, and GC are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.
6. Responsibility for final approval: The VPAAFW has authority for final approval of a name change for an academic department after appropriate review and endorsement by the divisional academic senate. If the proposal is approved, OPA announces the name change to the campus and the Office of the President via email. OPA records the action in the Berkeley Degree Inventory.

## **TRANSFER, CONSOLIDATION, OR DISESTABLISHMENT (TCD) OF AN ACADEMIC DEPARTMENT**

A decision to recommend disestablishment of an academic department shall normally be preceded by a regular program review<sup>6</sup> or an *ad hoc* review of the unit and may be recommended by the Berkeley Division or the administration. Circumstances leading to such a recommendation could include a decline in student demand over time; insufficient number of faculty to carry out the unit's academic mission; deficiencies brought to light during a regular or *ad hoc* program review; extreme financial constraints, usually in conjunction with other factors; or programmatic changes over time that call for reorganization of units.

Broad consultation, including faculty and students who are affected by the proposed change and committees of the Senate, is essential. Peer review from outside the University in judging academic quality should take place whenever possible.

A proposal for a TCD action for an academic department is ordinarily routed by the unit's dean to standing committees of the academic unit and its faculty, as well as to the dean(s) and/or chair(s) of related colleges, schools, and departments. In addition to listing the arguments which prompt disestablishment of the unit, the proposal should explain the measures in place to ensure that enrolled students and degree candidates complete the programs in which they originally enrolled or transfer to programs elsewhere in the University.

Responsibility for final approval of a TCD action for an academic department rests with the campus. Currently, the Vice Provost for Academic Affairs and Faculty Welfare (VPAAFW) is responsible for a final decision of a TCD action for an academic department following review and approval by the Berkeley Division.

The process to transfer, consolidate or disestablish an academic department is as follows:

1. **Development of proposal:** Proposals for TCD actions for academic departments are developed by a group of faculty and submitted to the executive committee of the school or college which houses the department for review and approval. Undergraduate and graduate degree programs of the new department are developed according to established procedures unless they already exist.

The proposal describes the reasons for the TCD action, the effects of such action on existing campus programs or units, and documents staffing and resource issues, including disposition of affected academic and staff appointments, etc. If the TCD action will affect undergraduate or graduate degree programs associated with the department, review procedures for such action at the program level (described elsewhere in this document) must be followed.

2. **College/school review:** The proposal is reviewed according to the college/school's established process. Once the proposal has been reviewed and approved at the college level, the dean forwards the proposal to the VPAAFW.

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<sup>6</sup> Regular reviews are overseen by the Program Review Oversight Committee (see [here](#) for more information on the regular program review process).



3. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements and forwards a copy of the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review.

Once the proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO) with copies to the chairs of the Committee on Educational Policy (CEP), the Committee on Budget and Interdepartmental Relations (CBIR), and Graduate Council (GC).

4. Senate review: a proposed TCD action for an academic department is reviewed by CEP, GC, and CBIR. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.
5. Responsibility for final approval: The VPAAFW has authority for final approval of transfer, consolidation, or disestablishment of an academic department after appropriate review and endorsement by the divisional academic senate. If the proposal is approved, OPA announces the action to the campus and the Office of the President via email. OPA records the action in the Berkeley Degree Inventory.

## ESTABLISHMENT OF A NEW COLLEGE OR SCHOOL

College: an academic teaching unit, a part of the University which offers instruction leading to a degree in arts, letters, or sciences. At Berkeley, by tradition, a college normally includes more than one department of instruction.

Nearly all of Berkeley's departments organized under a college structure offer curricula leading to academic degrees at the master's and/or doctoral levels, while only a few offer graduate professional degrees.<sup>7</sup>

In the colleges other than Letters and Science, a substantial number of the bachelor's and master's degrees are "of Science." In the College of Letters and Science, all bachelor's and most of the master's degrees offered solely by the College are "of Arts." Several Master of Science degrees are offered jointly with Letters and Science and other schools or colleges.

School: an academic teaching unit, a part of the University, the standard of admission to which is not less than the equivalent of two year's work in college and which offers instruction of not less than two year's duration leading to a technical or professional degree.<sup>8</sup>

At Berkeley, most of the schools offer professional degrees at the masters and/or doctoral levels. Of those offering bachelor's degrees, most are Bachelor of Science degrees. Most schools offer curricula leading to graduate academic degrees in addition to the professional degrees; again, with only a few exceptions, those offered at the master's level are Master of Science.

By tradition, although not by academic definition, a school normally includes only a single department of instruction, while the faculty of a school may be drawn from several departments of instruction, as designated by the By-Laws of the Berkeley Division of the Academic Senate.

Approval of a proposal to establish a new college or school requires favorable review by the campus, the Universitywide Senate, the California Postsecondary Education Commission (CPEC), the UC President, and final approval by the Board of Regents.

The process to establish a new college or school is as follows:

1. Initial Systemwide notification of prospective action: Ordinarily, a proposal to establish a new college or school is included (listed and described) in the annual Five-Year Perspective report to OP

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<sup>7</sup> Although colleges other than Letters and Science are generally referred to as "professional" colleges, the amendments to Sections 110 of The Bylaws and Standing Orders of The Regents describe Chemistry and Engineering as academic colleges, Environmental Design as the sole professional college at Berkeley, and the College of Natural Resources as an academic and professional college.

<sup>8</sup> Definitions adopted by the 10th Annual Conference of the Association of American Universities, January 7-8, 1909; see Report of the Special Committee on University Nomenclature. Also reported in the March 19, 1909 minutes of the University of California, Berkeley meeting of the Graduate Council.

at least one year before the proposal is formally submitted for campus review (see Five Year Planning Perspective section on page X for a description of the review process). If the proposed college/school has not previously been included in a Five-Year Planning Perspective, a description should be prepared and sent to the UCOP Provost at the time the campus begins to review the pre-proposal (see Appendix A for report format).

2. Development of pre-proposal: A pre-proposal for a new college or school must be submitted for review at least one year before the full proposal is submitted to OP. The pre-proposal should address the following areas: academic rigor; financial viability including FTE requirements, capital requirements, and sources of revenue; need for the program; and fit within the UC system and within other public and private higher education segments in California. (See [here](#) for details.) The pre-proposal should include the results of consultation with deans of other affected colleges and schools. The pre-proposal, though shorter than the full proposal, must contain sufficient detail to allow the divisional and systemwide Senates to complete an initial evaluation of the proposed academic unit. The pre-proposal is submitted to the VPAAFW.
3. Campus administration review: On behalf of the VPAAFW, OPA reviews the pre-proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review. Once the pre-proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO) for review.
4. Berkeley Division review: The pre-proposal is reviewed by the Graduate Council and the committees on Courses & Curricula, Educational Policy, and Budget and Interdepartmental Relations. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.

If the Berkeley Division and the VPAAFW support the pre-proposal, OPA submits it to the UCOP Provost, who forwards it to both Academic Affairs and the systemwide Academic Senate (for review by CCGA, UCEP, UCPB, and any other committees selected by the Academic Council chair). Formal comments from these reviewers are transmitted to the campus (VPAAFW).

5. Development of full proposal: The full proposal is developed, adding any additional information/details not included in the pre-proposal and making any necessary modifications/revisions based on reviewers' comments/concerns about the pre-proposal. The final full proposal is submitted to the VPAAFW.
6. Campus administration review of full proposal: On behalf of the VPAAFW, OPA coordinates review of the final proposal as outlined in step 3 above. Once the full proposal is deemed complete, the VPAAFW forwards it to DIVCO for review.
7. Berkeley Division review: the full proposal is reviewed by the Graduate Council and the committees on Courses & Curricula, Educational Policy, and Budget and Interdepartmental

Relations. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.

If the Berkeley Division and the VPAAFW support the proposal, OPA submits it to the UCOP Provost, who forwards it to both Academic Affairs and the systemwide Academic Council Chair for review.

8. Review beyond the campus: UCOP forwards the proposal to CPEC for a review that occurs simultaneously with the Academic Council review. Ordinarily Senate committees are expected to complete review within 60 days of receipt of the proposal. Details on the UCOP/Academic Council review are available [here](#) (see section III.B.1).

If Academic Council approves the proposal, the President submits the proposal to the Regents for final approval.

On behalf of the VPAAFW, OPA announces that decision to campus via email and records the action in the Berkeley Degree Inventory.

After approval by the Regents, establishment of the new college/school must be accomplished within seven years of the date of that approval or the campus must resubmit the proposal for full review again.

## NAME CHANGE FOR A COLLEGE/SCHOOL

Simple name changes of colleges/schools are typically sought to accommodate popular and accepted changes in the nomenclature of an academic field or discipline and do not involve programmatic changes. A name change based on substantive curricular, or resource changes is reviewed as a reconstitution of an academic unit (see Section IV of [UCOP's Compendium of review processes](#) for details).

The process for a simple name change of a college/school is as follows:

1. Development of proposal: A proposal to rename a college/school is developed by the unit and reviewed following the unit's usual processes. The proposal should include the results of consultation with deans of other affected colleges and schools. The dean then forwards the proposal, including his/her recommendation to the VPAAFW.
2. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource requirements for the proposed program and forwards a copy of the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review. Once the pre-proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO) for review.
3. Berkeley Division review: the name change proposal is reviewed by the Graduate Council and the committees on Educational Policy, and Budget and Interdepartmental Relations. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.

If the Berkeley Division and the VPAAFW support the proposed name change, it is submitted to the UCOP Provost and the Academic Council Chair.

4. Review beyond the campus: CCGA, UCEP, and UCPB assess whether the change is substantive and advise the Council Chair. If the name change does not present substantive programmatic or curricular changes or a substantial need for new resources, the Council Chair notifies the UCOP Provost on Academic Council's approval. The Provost then recommends approval of the proposal to the President, who has authority for final action.

The Provost notifies the campus administration of the President's approval. On behalf of the VPAAFW, OPA announces that decision to campus via email and records the action in the Berkeley Degree Inventory.

## TRANSFER, CONSOLIDATION, OR DISESTABLISHMENT (TCD) OF A COLLEGE OR SCHOOL

A decision to recommend disestablishment of a college or school shall normally be preceded by a regular program review<sup>9</sup> or an *ad hoc* review of the unit and may be recommended by the Berkeley Division or the administration. Circumstances leading to such a recommendation could include a decline in student demand over time; insufficient number of faculty to carry out the unit's academic mission; deficiencies brought to light during a regular or *ad hoc* program review; extreme financial constraints, usually in conjunction with other factors; or programmatic changes over time that call for reorganization of units.

Broad consultation, including faculty and students who are affected by the proposed change and committees of the Senate, is essential. Peer review from outside the University in judging academic quality should take place whenever possible. If the unit being considered for termination is unique in the University, or if its closure would have systemwide or intersegmental effects, the President shall be consulted early in the process.

Such a proposal is ordinarily routed by the unit's dean to standing committees of the academic unit and its faculty, as well as to the dean(s) of related schools and colleges. In addition to listing the arguments which prompt disestablishment of the unit, the proposal should explain the measures in place to ensure that enrolled students and degree candidates complete the programs in which they originally enrolled or transfer to programs elsewhere in the University.

Authority to approve a proposal to transfer, consolidate, or disestablish a college or school rests with the Regents, following favorable review by the campus, the Universitywide Senate, the California Postsecondary Education Commission (CPEC), and the UC President. See Appendix G of the [review compendium](#) for UCOP policy on transfer, consolidation, disestablishment, and discontinuance. The review process for a TCD action for a college or school is as follows:

1. Initial notification of prospective action: Before preparing a proposal for a TCD action for a college or school, consultation with the faculty and with the VPAAFW and the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) is strongly recommended.

Ordinarily, a proposal to transfer, consolidate, or disestablish a college or school is included (listed and described) in the annual Five-Year Perspective report to OP at least one year before the proposal is formally submitted for campus review (see Five Year Planning Perspective section on page X for a description of the review process). If the proposed action has not previously been included in a Five-Year Planning Perspective, proposers should submit a description of the action (see Appendix A for report format) to the VPAAFW before the proposal is finalized. On behalf of the VPAAFW, OPA submits the report to the systemwide Academic Council Chair, the UCOP Provost, and DIVCO. Details of systemwide review are available in Section IV of [the review compendium](#).

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<sup>9</sup> Regular reviews are overseen by the Program Review Oversight Committee (see [here](#) for more information on the regular program review process).

Based on the submitted report, the Academic Council chair and the UCOP Provost inform the campus of any systemwide concerns regarding potential Universitywide impacts. These concerns are conveyed to the TCD proposers for consideration in development of the formal proposal.

2. Development of proposal: The proposal should address the reasons for the recommendation, the impact on resources (including affected academic and staff appointments, potential resource reallocation, etc.), impact on the campus' academic plan, etc. The proposal should include the results of consultation with deans of other affected colleges and schools and a report on the faculty vote. The proposal is submitted to the VPAAFW.

If the TCD action will affect undergraduate or graduate degree programs associated with the college or school, review procedures for such action at the program level (described elsewhere in this document) must be followed.

3. Campus administration review: On behalf of the VPAAFW, OPA reviews the proposal for adherence to campus and university policy, appropriateness to the campus academic plan, enrollment and curricular issues, relevant precedents, etc. OPA solicits Budget Office review of resource issues associated with the proposed TCD action and forwards a copy of the proposal to the Vice Provost for Teaching, Learning, Academic Planning & Facilities (VPTLAPF) for review and comment. OPA forwards the proposal and the collected comments to the VPAAFW for preliminary review. Once the proposal is deemed complete, the VPAAFW forwards it to the Divisional Council (DIVCO) for review.
4. Berkeley Division review: The proposal is reviewed by the Graduate Council and the committees on Courses & Curricula, Educational Policy, and Budget and Interdepartmental Relations. Recommendations from those committees are forwarded to DIVCO, which subsequently transmits the Division's recommendation to the VPAAFW.
5. Review beyond the campus: If the Berkeley Division and the VPAAFW support the proposal, OPA submits it to the UCOP Provost, who forwards it to Academic Affairs and the systemwide Academic Senate (for review by CCGA, UCEP, UCPB, and any other committees selected by the Academic Council chair). Formal comments from these reviewers are transmitted to the campus (VPAAFW).

UCOP forwards the proposal to CPEC for a review that occurs simultaneously with the Academic Council review. Ordinarily Senate committees are expected to complete review within 60 days of receipt of the proposal. Details of the UCOP/Academic Council review are available in section IV.C. of the [review compendium](#).

The UCOP Provost notifies the campus once systemwide review is complete and a final decision has been made. On behalf of the VPAAFW, OPA announces that decision to campus via email and records the action in the Berkeley Degree Inventory.

## ESTABLISHMENT OF A CERTIFICATE PROGRAM

Certificate: A certificate program is a structured sequence of courses and requirements which focuses on a specialty/area of expertise not offered by a regular degree program and which has been reviewed and approved following specified procedures. In addition to certificate programs offered through University Extension, the Berkeley campus offers four distinct types of certificate programs: one undergraduate and two graduate academic certificate programs, as well as a continuing education/specialized professional certificate program. All four types of certificate programs are administered by a Berkeley school, college, or other instructional unit. Berkeley currently offers the following academic certificate programs: Certificate in Russian and East European Studies, Certificate of Completion of Residency Program in Optometry, Certificate of Completion in Education, Certificate in Engineering and Business for Sustainability, and Certificate in New Media.

Additionally, a Certificate of Completion of Graduate Curriculum may be issued to a student by the Graduate Division provided that certain requirements are met [see Academic Senate Regulation 735] and that the student's studies are not covered by a diploma or other certificate.

In March 2010, the Berkeley campus established guidelines, review processes, and proposal formats for certificate programs. See Appendix F for definitions of the four distinct types of certificate programs as well as guidelines. Proposal formats are in Appendix G.

Review processes for establishing certificate programs are shown on the next page.

Following establishment, academic certificate programs are reviewed when the administering instructional unit undergoes a standard academic program review. Such review will include student evaluation data of the certificate program.

Established CESP certificate programs are reviewed five years after initiation and then once every ten years by the Standing Committee on CESP Certificate Programs.



**BERKELEY CAMPUS**  
**REVIEW PROCESS FOR APPROVAL OF NON-UNEX CERTIFICATE PROGRAMS**

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**ACADEMIC CERTIFICATE PROGRAMS**

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**UNDERGRADUATE**

1	Regular review process of proposing/affiliated instructional unit [e.g., curriculum committee and/or executive committee].
2a <sup>1</sup>	Review by OPA of proposal completeness, adherence to campus policy, etc.
2b <sup>1</sup>	Review by COCI of any new course proposals.
3	Review by VP-TLAPF.
4	Preliminary review by VP-AAFW.
5	Review by CEP; copy to GC for information.
6	Review by DIVCO.
7	Final decision by VP-AAFW.
8	Announcement of final decision by OPA.

**GRADUATE-OPTIONS 1 AND 2**

1	Regular review process of proposing/affiliated instructional unit [e.g., curriculum committee and/or executive committee].
2a <sup>1</sup>	Review by Graduate Division of proposal completeness, adherence to campus policy, etc.
2b <sup>1</sup>	Review by COCI of any new course proposals.
3	Review by VP-TLAPF.
4	Preliminary review by VP-AAFW.
5	Review by GC and CEP.
6	Review by DIVCO.
7	Final decision on <b>Option 2 Certificate</b> by VP-AAFW.
8	<b>Option 1 Certificate</b> sent on for review and final decision by CCGA.
9	Announcement of final decision by OPA.

**CONTINUING EDUCATION/SPECIALIZED  
PROFESSIONAL CERTIFICATE PROGRAMS**

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1	Regular review process of proposing/affiliated instructional unit [e.g., curriculum committee and/or executive committee].
2	Review by OPA of proposal completeness, adherence to campus policy, etc.
3	Review by VP-TLAPF.
4	Review by VP-AAFW.
5	Final decision by Vice Provost's Standing Committee on Continuing Education/Specialized Professional Certificate Programs.
6	Announcement of final decision by OPA.

**NOTES:**

<sup>1</sup> Steps 2a and 2b can occur simultaneously

VP-TLAPF: Vice Provost for Teaching, Learning, Academic Planning and Facilities

VP-AAFW: Vice Provost for Academic Affairs & Faculty Welfare

OPA: Office of Planning & Analysis

COCI: Berkeley Division Committee on Courses of Instruction

GC: Berkeley Division Graduate Council

CEP: Berkeley Division Committee on Educational Policy

DIVCO: Berkeley Divisional Council

CCGA: Systemwide Coordinating Committee on Graduate Affairs

## CIP CODES

Each academic degree program is assigned a code from the national Classification of Instructional Programs (CIP). CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980 and provides a taxonomic scheme supporting the accurate tracking and reporting of fields of study and program completions among US institutions of higher learning. The CIP allows comparison of variously named fields of study among the UC campuses as well as with other US institutions.

The current version is CIP 2010 (available [here](#)).

Once final approval is granted to establish or change the name of an academic degree program, OPA asks the home department of the program to review the list of possible CIP codes and determine which best describes the academic program. This information is reported to the Registrar's Office for submittal to the Office of the President along with the request for assignment of a major code for the program.

Departments and/or academic program administrators can seek a change in CIP code at any time by submitting a request to OPA. The request should fully explain the rationale for the requested change.

**BERKELEY CAMPUS  
REVIEW PROCESSES FOR ACADEMIC PROGRAMS AND UNITS**

**APPENDICES**

- A. Format for Submitting Descriptions of Anticipated Actions Included in the Annual Five-Year Perspective
- B. Format for information required by CPEC for academic degree program proposals
- C. Guidelines for Establishment of an Undergraduate Specialization
- D. Format for proposal to establish an Undergraduate Specialization
- E. Existing Undergraduate Specializations
- F. Proposal formats for Certificate Programs

## APPENDIX A

### FORMAT FOR SUBMITTING DESCRIPTIONS OF ANTICIPATED ACTIONS INCLUDED IN THE ANNUAL FIVE-YEAR PERSPECTIVE

Descriptions for an anticipated action included in a campus' Five-Year Perspective should follow the format below. To stay within the page guidelines (2-5 for creating a college or school, 1-2 for everything else), the most important information should be presented concisely. Information should be geared to the anticipated action (creation, transfer, consolidation, disestablishment, discontinuance) and the entity (graduate degree program, school or college).

If a campus has not included an anticipated action in its Five-Year Perspective and that action will be submitted for campus review, then just before the proposed action becomes public on the campus use this format to prepare the required systemwide notification.

UNIVERSITY OF CALIFORNIA, BERKELEY

**NAME AND ANTICIPATED ACTION:** Provide the name of the academic program (including specific degree title, e.g., PhD, BFA) or college or school and identify the anticipated action.

**DESCRIPTION OF AND REASONS FOR ANTICIPATED ACTION:** Describe the anticipated action, why it is worthwhile, and how it relates to the campus's mission. Provide enough information so that a previously uninformed reader would have a reasonable understanding of the academic program or academic unit that is envisioned (for creations), that exists and will be changed (for transfer or consolidation), or that exists and will be disestablished or discontinued. For a college or school, include the academic degree programs, academic units, and research units it will have or does have.

**RELATIONSHIP TO EXISTING CAMPUS PROGRAMS, UNITS, AND MISSION:** Identify existing campus degree programs and academic units that are similar to those involved in the anticipated action (whether they will be created, changed, or ended).

**RESOURCES:** For anticipated creations of new programs and units, describe the new faculty, staff, courses, and facilities (including equipment, space, and library) that are needed. For anticipated TCD (transfer, consolidation, disestablishment, or discontinuation) actions, describe current resources of the program or unit (e.g., number tenured faculty, number untenured faculty, staff, space, research support, S&E) and identify those that will be freed up in the anticipated action.

**FUNDING:** For anticipated creations of new programs and units, describe anticipated funding sources and strategies (including fee status for graduate degree programs). For anticipated TCD actions, describe current funding sources for the program or unit.

**STUDENTS:** Provide an estimate of the numbers of undergraduate and graduate students likely to be involved as the action is being implemented and when it is at a steady state. For anticipated transfers,

consolidations, and discontinuances, also describe what arrangements will be made for current students to complete their degree program.

**EMPLOYMENT IMPLICATIONS:** For anticipated creations of graduate degree programs, describe likely employment opportunities after degree completion. For all other anticipated actions, if there are any implications for employment of students after graduation, describe them.

**UC CAMPUSES AND OTHER CALIFORNIA INSTITUTIONS WITH SIMILAR OFFERINGS:** Identify other UC campuses and other California institutions with academic programs or academic units similar to those for which either a creation or a TCD action is anticipated.

**ANTICIPATED CAMPUS REVIEW AND IMPLEMENTATION DATES:** Provide an estimate of when the proposal will be ready to begin campus review and when proposers would like to implement what is being proposed. For academic degree programs, give the preferred date for first enrolling students in a new degree program or for last enrolling students in a degree program that will be transferred, consolidated, or discontinued. For schools and colleges, give the preferred date for opening a new unit or for transferring, consolidating, or disestablishing an existing unit.

**STATUS OF THIS PROPOSAL:** (1) preliminary suggestion; (2) proposal is undergoing department review in draft or final form; (3) proposal is undergoing campus review; (4) proposal is undergoing CCGA/CPEC review. If status is (1) or (2), provide an estimate of when the proposal will be submitted for campus review.

**CAMPUS CONTACT PERSON:** Provide the name, title, department, mailing address, e-mail address, telephone number, and fax number of the person who is leading development of the proposal, the person bearing major responsibility for creating the proposal. In most cases this will be a faculty member.

## APPENDIX B

### FORMAT FOR INFORMATION REQUIRED BY CPEC FOR ACADEMIC DEGREE PROGRAM PROPOSALS

This questionnaire is to be completed by sponsoring faculty (department or group) and included with proposals to establish new academic programs. It will be used by UCOP to prepare a report to the California Postsecondary Education Commission and by the campus in its review of the proposal.

1. Name of Program:
2. Campus:
3. Degree/Certificate:
4. CIP Classification (to be completed by Office of the President):
5. Date to be started:
6. If proposal concerns a modification of an existing program, identify that program and explain changes.
7. Purpose (academic or professional training) and distinctive features (how does this program differ from others, if any, offered in California?):
8. Type(s) of students to be served:
9. If program is not in current campus academic plan give reason for proposing program now:
10. If program requires approval of a licensure board, what is the status of such approval?
11. Please list special features of the program (credit for experience, internships, lab requirements, unit requirements, etc.):
12. List all new courses required (department, course number, title, hours/week, lecture, lab):
13. List all other required courses (department, course number, title, hours/week, lecture, lab):
14. List UC campuses and other California institutions, public or private, which now offer or plan to offer this program or closely related programs:
15. List any related program offered by the proposing institution and explain relationship:
16. Summarize employment prospects for graduates of the proposed program. Give results of job market survey if such have been made.
17. Give estimated enrollment for the first 5 years and state basis for estimate.

18. Give estimates of the additional cost of the program by year for 5 years in each of the following categories: FTE faculty, library acquisitions, computing, other facilities, and equipment. Provide brief explanations of any of the costs where necessary.

19. How and by what agencies will the program be evaluated?

**APPENDIX C**  
**GUIDELINES FOR ESTABLISHMENT OF AN UNDERGRADUATE SPECIALIZATION**  
**(Established 1/11/06)**

The nomenclature for academic programs and units distributed 9/24/04 established use of the terms “specialization” or “concentration” for subprogram areas, rather than the proliferation of terms previously used across campus. The difference between specialization and concentration is that the former is established by review of the Berkeley Division and approval of the Chancellor’s Office and appears on the student’s transcript. Concentrations are approved within a school or college and are not listed on the transcript. The formal definitions are:

*Specialization* (formerly called track, area, option, plan, etc.): Some approved degree programs (majors) are sub-divided into specific fields or specialties. Specializations occur within a major, while minors and designated emphases occur outside the major. A specialization is a program of study which enables a student to focus on courses in a particular field within a degree program. The specialization pursued appears on the student’s transcript but not on the diploma. Establishment of specializations requires review by the Berkeley Division and approval of the Chancellor’s Office. Codes are established for each specialization.

*Concentration* (formerly called track, area, option, plan, etc.): A concentration is a program of study within a degree program which emphasizes a specific area of the discipline. Concentrations usually have a defined course of study and are not listed on the transcript or on the diploma. Establishment of concentrations does not require approval outside of the college. Concentrations do not have codes.

Establishment of use of the new terms supersedes the September 15, 2003 announcement of the possibility of assigning individual major codes to tracks/emphases within a particular degree program. Codes will not be assigned unless a subfield is officially established as a specialization through the process cited above.

Because of the rigorous review required for establishment of a specialization, the Senate and the administration expect that such proposals will be rare and will fully document the reason such distinction is needed. Specializations are necessary when a subfield of an approved degree program has requirements that are distinctly and definitely different than those for the general major and for any other subfields, and when distinguishing the subfield from the general major and its other subfields (if any) is necessary.

A petition to establish a new specialization will include:

1. A statement clarifying how the specialization references explanatory terminology that is useful and recognized outside the UC context, viz. in employment certification or graduate school applications.
2. A statement from the department chair or program director that the specialization has been discussed in a meeting of the whole unit and that at least three-fourths of the voting members approve the establishment of the specialization.



3. A statement from the department chair(s) or program director(s) of other units that offer courses required for or contributing to the specialization.
4. A statement describing communication between the department chair or program director and those administering other pertinent units on campus that, in the titles of their units or degrees, use any of the terms in the name of the proposed specialization, or that might be expected to have an interest in the new specialization.
5. A statement from the department chair or program director that guarantees resources (faculty teaching assignments, GSI funding, advisors, administrative assistance, and similar) to support this specialization for the foreseeable future.
6. A letter from the pertinent dean supporting the establishment of the new specialization.

**APPENDIX D**  
**FORMAT FOR PROPOSAL TO ESTABLISH AN UNDERGRADUATE SPECIALIZATION**

**NAME AND ANTICIPATED ACTION:** establish a specialization[s] in \_\_\_\_\_ within the \_\_\_\_\_  
(name and level, e.g., English A.B.) degree program.

**DESCRIPTION OF AND REASONS FOR SPECIALIZATION REQUEST:** Describe why it is a coherent area of focus, and how it relates to the department's academic mission. Explain how this specialization differs from the department's current degree program and from other specializations the unit offers. Describe how the students' intellectual engagement in this specialization will lead to the mastery of a distinctive body of knowledge or research methods.

**REQUIREMENTS FOR A DEGREE PROGRAM WITH THIS SPECIALIZATION:**

A. List all new courses required:

Department	Course Number	Title	Units	Hours/Week
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B. List all other required courses:

Department	Course Number	Title	Units	Hours/Week
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**RESOURCES:** Do you have adequate resources to offer this specialization? Describe faculty available to instruct in this specialization. If resources are not currently available, describe all additional faculty, staff, courses, and facilities (including equipment, space, library) that are needed.

**ESTIMATED ENROLLMENT:** What is the basis of this estimate? Do you anticipate that these numbers will be drawn from your current cohort of majors or will be in addition to those currently attracted to your major?

**EMPLOYMENT IMPLICATIONS (IF ANY) AND IMPLICATIONS FOR FURTHER STUDY:** Describe how this specialization would impact (if at all) a student's employment opportunities, or how it provides a logical track to graduate work.

**RELATIONSHIP TO EXISTING CAMPUS PROGRAMS, UNITS, AND MISSION:** Identify existing campus degree programs and/or specializations that are similar to the one[s] being proposed and describe the differences.

## APPENDIX E

<b>EXISTING SPECIALIZATIONS (as of 7/1/2005)</b>			
Degree Program Name	Degree	MAJID	Specialization
African American Studies	AB	25020	Plan A: Social Sciences Concentration
African American Studies	AB	25019	Plan B: Humanities Concentration
Asian Studies	AB	25095	Area 1: China
Asian Studies	AB	25097	Area 2: Japan
Asian Studies	AB	25104	Area 3: Southeast Asia
Earth and Planetary Science	AB	251A6	Atmospheric Science
Earth and Planetary Science	AB	253A0	Environmental Earth Science
Earth and Planetary Science	AB	25402	Geology
Earth and Planetary Science	AB	25405	Geophysics
Earth and Planetary Science	AB	25535	Marine Science
Environmental Sciences	AB	25374	Area 2: Biological Sciences
Environmental Sciences	AB	25377	Area 3: Social Sciences
Environmental Sciences	AB	25370	Area 1: Physical Sciences
Integrative Biology	AB	25960	Track 1: Morphology, Physiology & Development
Integrative Biology	AB	25961	Track 2: Behavioral Biology
Integrative Biology	AB	25962	Track 3: Systematic Biology, Paleobiology, Genetics, Evolution
Integrative Biology	AB	25963	Track 4: Ecology
Integrative Biology	AB	25964	Track 5: Integrative Human Biology
Integrative Biology	AB	25965	Track 6: General Integrative Biology
Molecular & Cell Biology	AB	25966	Plan I, Emphasis 1: Biochemistry & Molecular Biology
Molecular & Cell Biology	AB	25967	Plan I, Emphasis 2: Genetics
Molecular & Cell Biology	AB	25968	Plan I, Emphasis 3: Immunology
Molecular & Cell Biology	AB	25969	Plan I, Emphasis 4: Microbiology
Molecular & Cell Biology	AB	25970	Plan II, Emphasis 1: Cell Physiology
Molecular & Cell Biology	AB	25971	Plan II, Emphasis 2: Cell & Developmental Biology
Molecular & Cell Biology	AB	25972	Plan II, Emphasis 3: Neurobiology
Molecular & Cell Biology	AB	25973	Plan III: Biophysics
Near Eastern Studies	AB	25054	Ancient Near Eastern Civilizations
Near Eastern Studies	AB	25067	Ancient Near Eastern Archeology & Art History
Nutritional Sciences	BS	04258	Track I: Physiology and Metabolism
Nutritional Sciences	BS	04263	Track II: Dietetics
Nutritional Sciences	BS	04264	Track III: Toxicology
Spanish	AB	25882	Option A: Spanish Language and Literature
Spanish	AB	25874	Option B: Luso-Brazilian Language and Literature
Spanish	AB	25866	Option C, Plan 1: Iberian Languages & Literatures
Spanish	AB	25907	Option C, Plan 2: Latin-American Languages & Literatures
Spanish	AB	25919	Option D: Hispanic Languages and Bilingual Issues

## APPENDIX F GUIDELINES FOR CERTIFICATE PROGRAMS

- I. A certificate program is a structured sequence of courses and requirements which focuses on a specialty/area of expertise not offered by a regular degree program and which has been reviewed and approved as specified in this document.
- II. In addition to certificate programs offered through University Extension, the Berkeley campus offers four distinct types of certificate programs: one undergraduate and two graduate academic certificate programs, as well as a continuing education/specialized professional certificate programs. All four types of certificate programs are administered by a Berkeley school, college, or other instructional unit<sup>10</sup>.

Any new courses required for an academic certificate program must be reviewed and approved by the Divisional Committee on Courses of Instruction.

### A. Undergraduate Academic certificate program

1. Uses regular Berkeley courses.
2. Consists of a minimum of three courses and/or ninety hours of instruction, the content of which is reviewed and favorably supported following the administering unit's normal process for review of new course and program proposals [e.g., in Letters & Science, the L&S Curriculum Committee reviews first and then the L&S Executive Committee].
4. Proposal review requires the approval of the Committee on Educational Policy, Divisional Council, and Vice Provost for Academic Affairs and Faculty Welfare.
5. The Undergraduate Academic certificate is recorded on a student's transcript by the Registrar's Office after the administrative authority designated by the academic unit(s) awarding the certificate directly provides to the Registrar (Academic Records) the names of students who have completed all requirements.
5. Certificate nomenclature: "College (School, or other academic unit) of X, University of California, Berkeley, Undergraduate Certificate in Z" issued by the academic unit(s). The seal(s) or letterhead of the particular College(s) or School(s) can be used, but not the seal of the University of California, Berkeley. The certificate will be signed by the dean(s) of the school or college or program chair(s); it will not bear the signatures of the Chancellor or the President. A sample of the proposed hard copy certificate to be awarded will be required as part of the certificate proposal. The academic unit or units involved are responsible for producing and issuing the certificate.

### B. Graduate Academic certificate programs – two options:

#### Option 1 Certificate:

#### University Certificate, conforming to Senate Regulation 735, "Certificate of Graduate Curriculum"

1. Does not share courses/units for another degree program.

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<sup>10</sup> Research units [including ORUs] are not instructional units and must therefore partner with a school, college, or other instructional unit in order to offer a certificate program.

2. Uses regular Berkeley courses.
3. Conforms to Senate Regulation (SR) 735 Requirements:
  - a. The student has completed a minimum of three quarters (or two semesters) in full-time resident study at the University of California with a grade-point average of at least 3.0. (Am 9 Mar 83)
  - b. The student has during this residence taken regular upper division (100) and/or graduate (200) courses under regularly appointed faculty.
  - c. The student entered the program with a bachelor's degree or its equivalent, or with a higher degree.
  - d. At the time of entry, the student was acceptable for admission to the Graduate Division.
  - e. The student has completed a program approved by the Divisional Graduate Council and the Coordinating Committee on Graduate Affairs in accordance with their regular reviewing procedures for approval of higher degrees.
  - f. The student's studies are not covered by a diploma or other certificate.
4. Proposal review requires the approval of the Graduate Council, Committee on Educational Policy, Divisional Council, Vice Provost for Academic Affairs and Faculty Welfare, and Coordinating Committee on Graduate Affairs.
5. The certificate shall be in the following form: University Of California/Certificate of a Graduate Curriculum in (*program name*)/By authority of the Berkeley Division of the Academic Senate/ (*student's name*)/has been awarded the/Certificate of Completion of the Graduate Curriculum in/ (*program name*)/ upon the recommendation of the faculty of the curriculum to the Graduate Council at Berkeley/ Dated/ (*signed by* Dean of the Graduate Division/ *Dean of the School of (name) OR Chair of (Department name)*)/Chancellor at Berkeley/President of the University. (*For precise format, see SR 735.*)
6. Requirement verification for the award of the certificate is conducted by the Graduate Division. Following approvals by the Committee on Courses of Instruction (COCI) for the Berkeley Division of the Academic Senate and the Chancellor, the certificate itself is issued by the Office of the Registrar, in accordance with the format specified in SR 735, and posted to the student's transcript.
7. The certificate is produced and issued by the Office of the Registrar with the seal of the University, and bearing the signatures of the dean of the school or college, the Dean of the Graduate Division, the Chancellor, and the President.

Option 2 Certificate:

Berkeley Academic Unit/s (College, School, or Department) Certificate, not conforming to SR 735 (i.e., certificate units may duplicate degree course work)

1. may use shared courses/units for another degree program;
2. uses regular Berkeley courses;
3. Academic requirements:
  - a. registration and enrollment in a graduate degree program at Berkeley;
  - b. a program of study consisting of a minimum of three graduate-level courses and/or ninety hours of instruction, the content of which is reviewed and favorably supported following the administering unit's normal process for review of new course and program proposals [e.g., in Letters & Science, the L&S Curriculum Committee reviews first and then the L&S Executive Committee]; each of these courses must be completed with a B grade or higher;

- c. inclusion of a required course that synthesizes aspects of the subject(s) of the program;
  - d. no more than two Incomplete grades on the student's graduate record.
4. Proposal review requires the approval of the Graduate Council, Committee on Educational Policy, Divisional Council, and the Vice Provost for Academic Affairs and Faculty Welfare.
  5. Requirement verification for the award of the certificate is undertaken by the academic unit(s), and the certificate is produced and issued by the academic unit(s).
  6. Certificate nomenclature: "College (School, or other academic unit) of X, University of California, Berkeley, Graduate Certificate in Z" issued by the academic unit(s). The seal(s) or letterhead of the particular College(s) or School(s) can be used, but not the seal of the University of California, Berkeley. The certificate will be signed by the dean(s) of the school or college or program chair(s); it will not bear the signatures of the Dean of the Graduate Division, the Chancellor, or the President. For a joint certificate program, the designation will comport with the following example: "College of X and School of Y, University of California, Berkeley, Graduate Certificate in Z." A sample of the proposed hard copy certificate to be awarded will be required as part of the certificate proposal. The academic unit or units involved are responsible for producing and issuing the certificate.
  7. The Option 2 academic unit(s) certificate is recorded on student transcripts by the Registrar's Office after the administrative authority designated by the academic unit(s) awarding the certificate directly provides to the Registrar (Academic Records) the names of students who have completed all requirements.

C. Continuing Education/Specialized Professional [CESP] certificate program

1. does not use regular Berkeley courses,
2. is generally designed to provide continuing education opportunities and/or expertise to professionals in a particular field, and
3. must be affiliated with a Berkeley school, college, or other instructional unit<sup>1</sup> or administered through University Extension..
4. A CESP certificate program not administered through University Extension consists of a minimum of forty hours of instruction, the content of which is reviewed and favorably supported by the administering unit's normal process for review of new course and program proposals [e.g., in Letters & Science, the L&S Curriculum Committee reviews first and then the L&S Executive Committee].
5. Proposal review requires the approval of the Vice Provost for Academic Affairs and Faculty Welfare and the Vice Provost's Standing Committee on Continuing Education/Specialized Professional Certificate Programs.
6. Certificate nomenclature: "College (School, or other academic unit) of X, University of California, Berkeley, Certificate in Z" issued by the academic unit(s). The seal(s) or letterhead of the particular College(s) or School(s) can be used, but not the seal of the University of California, Berkeley. The certificate will be signed by the dean(s) of the school or college or program chair(s); it will not bear the signatures of the Chancellor or the President. A sample of the proposed hard copy certificate to be awarded will be required as part of the certificate proposal. The academic unit or units involved are responsible for producing and issuing the certificate.

**APPENDIX G**  
**PROPOSAL FORMATS FOR CERTIFICATE PROGRAMS**

**FORMAT FOR PROPOSAL TO ESTABLISH A**  
**UC BERKELEY UNDERGRADUATE ACADEMIC UNIT CERTIFICATE PROGRAM**

- I. Description of UC Berkeley Undergraduate Academic Unit Certificate Program
  - A. Certificate program name
  - B. Provide a description of the certificate's purpose and distinctive features, including target audience. Is it related to an existing academic program? How does this certificate differ from others offered by the Berkeley campus? What is the student demand for this program? How does this program relate to a participant's employment prospects?
  - C. Calendar: when is program offered and what is its duration?
  - D. How many students are expected to participate in this program initially? How many students do you expect to be enrolled per year after the program is established?
  - E. Certificate curriculum: list all certificate requirements. A program of study must consist of a minimum of three courses and/or ninety hours of instruction, the content of which is reviewed and favorably supported following the administering unit's normal review process of new course and program proposals.
    1. Description of the required course that synthesizes aspects of the program's subject matter
  - F. Has this certificate program been reviewed by a professional accrediting body? Which one? When? Any conditions?
  - G. Include documentation demonstrating review and approval of the certificate proposal by the administering instructional unit through its normal review process, by administrative heads of all instructional units participating in the certificate program, and by the professional accrediting body (if any).
- II. Admission Criteria for the Program
  - A. Applicants must be registered and enrolled in an undergraduate degree program at UC Berkeley.
  - B. Additional program criteria (required GPA, writing sample, etc.)?
- III. Program Resources
  - A. Faculty:
    1. Who teaches in the certificate program?
    2. For all Berkeley faculty teaching in the program, is this assignment part of his/her regular workload for the academic year?
    3. How are Berkeley faculty who teach in the program compensated? Release time? 19900 funds? Other? Is compensation in addition to regular annual salary? If participating faculty are paid from self-supporting funds, how will the campus be reimbursed?
  - B. Space: where will classes for this program be held?
  - C. Administrative Staff

1. What is the percentage of FTE provided by the unit (or if by more than one unit, how allocated)?
- D. Are additional resources needed for this certificate program?

#### IV. Certificate Award and Student Transcript

- A. Include a statement that the academic unit(s) is responsible for verifying fulfillment of certificate requirements and that the certificate will be issued by the academic unit(s).
  1. Provide a sample of the proposed hard copy certificate to be awarded with the proposal. The sample should reflect the following certificate nomenclature: "College (School, or other academic unit) of X, University of California, Berkeley, Undergraduate Certificate in Z" issued by the academic unit(s). The seal(s) or letterhead of the particular College(s) or School(s) can be used, but not the seal of the University of California, Berkeley. The certificate will be signed by the dean(s) of the school or college or program chair(s); it will not bear the signatures of the Chancellor or the President. Note: the University of California seal cannot appear on an undergraduate academic certificate.
- B. For transcript posting, stipulate which administrative authority is designated to provide to the Registrar (Academic Records) the names of the students who have completed all requirements for the certificate program.



**FORMAT FOR PROPOSAL TO ESTABLISH AN OPTION 1  
GRADUATE ACADEMIC UNIVERSITY OF CALIFORNIA CERTIFICATE PROGRAM**

- I. Description of Graduate Academic University of California Certificate Program—“Certificate of Completion of Graduate Curriculum” (Option 1-Senate Regulation (SR) 735)
  - A. Certificate program name: Certificate of a Graduate Curriculum in (*field*)
  - B. Provide a description of the certificate’s purpose and distinctive features, including target audience. Is it related to an existing academic program? How does this certificate differ from others offered by the Berkeley campus? What is the student demand for this program? What are the employment prospects upon completion?
  - C. Calendar: when is program offered and what is its duration (it must be a minimum of two semesters in full-time resident study)?
  - D. How many students are expected to participate in this program initially? How many students do you expect to be enrolled per year after the program is established?
  - E. Certificate curriculum: list all certificate requirements, taking into account the following.
    1. The student’s studies are not covered by a diploma or other certificate (i.e., units for completion of this certificate may not be applied for fulfillment of any other degree or certificate requirement).
    2. The certificate’s program of study must consist of a minimum of two semesters of upper level (100) and graduate-level (200) courses under regularly appointed faculty.
    3. Description of the required course that synthesizes aspects of the program’s subject matter.
  - F. Has this certificate program been reviewed by a professional accrediting body? Which one? When? Any conditions?
  - G. Include documentation demonstrating review and approval of the certificate proposal following the normal review process of the administering instruction unit(s), by administrative heads of all instructional units participating in the certificate program, and by professional accrediting body [if any].
- II. Admission Criteria for the Program
  - A. SR 735 criteria
    1. The student has completed a minimum of two semesters in full-time resident study at the University of California with a grade-point average of at least 3.0.
    2. The applicant has earned a bachelor’s degree or its equivalent, or a higher degree.
    3. The student is acceptable for admission to the Graduate Division.
  - B. Additional program criteria (higher than 3.0 GPA, writing sample, etc.)?
- III. Program Resources
  - A. Faculty:
    1. Who teaches in the certificate program?
    2. For all Berkeley faculty teaching in the program, is this assignment part of his/her regular workload for the academic year?
    3. How are Berkeley faculty who teach in the program compensated? Release time? 19900 funds? Other? Is compensation in addition to regular annual salary? If participating faculty are paid from self-supporting funds, how will the campus be reimbursed?
  - B. Space: where will classes for this program be held?
  - C. Administrative Staff

1. What is the percentage of FTE provided by the unit (or if by more than one unit, how allocated)?
- D. Are additional resources needed for this certificate program?

#### IV. Certificate Award and Student Transcript

- A. A statement that the administering unit (specify if multiple units are proposing the program) will forward the names of individuals who have successfully completed all certificate requirements to the Graduate Division for its review and placement on the degree list for certificate conferral.
- B. A statement that the certificate document awarded will conform to the format specified in SR 735 and will be processed by the Office of the Registrar.
- C. A statement that conferral of the certificate will be posted to the student's transcript by the Office of the Registrar.

**FORMAT FOR PROPOSAL TO ESTABLISH AN OPTION 2  
UC BERKELEY GRADUATE ACADEMIC UNIT CERTIFICATE PROGRAM**

- I. Description of UC Berkeley Graduate Academic Unit Certificate Program (Option 2)
  - A. Certificate program name
  - B. Provide a description of the certificate's purpose and distinctive features, including target audience. Is it related to an existing academic program? How does this certificate differ from others offered by the Berkeley campus? What is the student demand for this program? How does this program relate to a participant's employment prospects?
  - C. Calendar: when is program offered and what is its duration?
  - D. How many students are expected to participate in this program initially? How many students do you expect to be enrolled per year after the program is established?
  - E. Certificate curriculum: list all certificate requirements. A program of study must consist of a minimum of three graduate-level courses and/or ninety hours of instruction, the content of which is reviewed and favorably supported following the administering unit's normal review process of new course and program proposals.
    1. Description of the required course that synthesizes aspects of the program's subject matter
  - F. Has this certificate program been reviewed by a professional accrediting body? Which one? When? Any conditions?
  - G. Include documentation demonstrating review and approval of the certificate proposal by the administering instructional unit through its normal review process, by administrative heads of all instructional units participating in the certificate program, and by the professional accrediting body (if any).
- II. Admission Criteria for the Program
  - A. Basic required criteria
    1. Applicants must be registered and enrolled in a graduate degree program at UC Berkeley.
    2. Applicants must be in good academic standing (e.g., GPA of 3.0 or better).
  - B. Additional program criteria (higher than a 3.0 GPA, writing sample, etc.)?
- III. Program Resources
  - A. Faculty:
    1. Who teaches in the certificate program?
    2. For all Berkeley faculty teaching in the program, is this assignment part of his/her regular workload for the academic year?
    3. How are Berkeley faculty who teach in the program compensated? Release time? 19900 funds? Other? Is compensation in addition to regular annual salary? If participating faculty are paid from self-supporting funds, how will the campus be reimbursed?
  - B. Space: where will classes for this program be held?
  - C. Administrative Staff
    1. What is the percentage of FTE provided by the unit (or if by more than one unit, how allocated)?
  - D. Are additional resources needed for this certificate program?
- IV. Certificate Award and Student Transcript

- A. Include a statement that the academic unit(s) is responsible for verifying fulfillment of certificate requirements and that the certificate will be issued by the academic unit(s).
  - 1. Provide a sample of the proposed hard copy certificate to be awarded with the proposal. The sample should reflect the following certificate nomenclature: "College (School, or other academic unit) of X, University of California, Berkeley, Graduate Certificate in Z" issued by the academic unit(s). The seal(s) or letterhead of the particular College(s) or School(s) can be used, but not the seal of the University of California, Berkeley. The certificate will be signed by the dean(s) of the school or college or program chair(s); it will not bear the signatures of the Dean of the Graduate Division, the Chancellor, or the President. For a joint certificate program, the designation will comport with the following example: "College of X and School of Y, University of California, Berkeley, Certificate in Z." Note: the University of California seal cannot appear on an Option 2 certificate.
- B. For transcript posting, stipulate which administrative authority is designated to provide to the Registrar (Academic Records) the names of the students who have completed all requirements for the certificate program.

## **FORMAT FOR PROPOSAL TO ESTABLISH AN ACADEMIC OR CONTINUING EDUCATION/SPECIALIZED PROFESSIONAL [CESP] CERTIFICATE PROGRAM**

- I. Program Description
  - A. Certificate program name
  - B. Provide a brief description of the program's purpose and distinctive features, including target audience [e.g., second-year MBA students]. If this is an academic certificate program, explain how it is related to your existing academic program. How does this program differ from others offered by the Berkeley campus and by similar ones offered at other UC campuses?
  - C. Calendar: when is program offered and for how long? Will this program be repeated? If so, how often?
  - D. How many students are expected to participate in this program?
  - E. Certificate curriculum: list all certificate requirements, including required courses. Indicate which are regular Berkeley courses, UNEX courses, other.
  - F. Has this certificate program been reviewed by a professional accrediting body? Which one? When? Any conditions?
  - G. Include documentation demonstrating review and approval following administering instructional unit's normal review process, by administrative heads of all instructional units participating in the certificate program, and by professional accrediting body [if any].
  
- II. Admission Criteria for the Program
  
- III. Program Resources
  - A. Faculty:
    - 1. Who teaches in the certificate program? Berkeley ladder faculty? Berkeley temporary, non-ladder faculty? Non-UC faculty?
    - 2. For all Berkeley faculty teaching in the program, is this assignment part of his/her regular workload for the academic year?
    - 3. How are Berkeley faculty who teach in the program compensated? Release time? 19900 funds? Other? Is compensation in addition to regular annual salary? If participating faculty are paid from self-supporting funds, how will the campus be reimbursed?
  - B. Space: where will classes for this program be held?